

ORBIT 48

Ideas
about Teaching
and Learning
Volume 48, Number 1
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in Education



Robert W. B. Jackson 1909-1979

On the morning of April 18, Robert Jackson, founding director of the Ontario Institute for Studies in Education from 1965 until 1975, was killed in an automobile accident. It was an especially sad day for the many people who had known him personally, but the shock and the loss were shared by a far larger number who had not known him well or at all.

Hundreds of teachers, civil servants and elected officials in Ontario have been influenced by Robert Jackson in his capacity as professor, researcher, administrator and education lobbyist and have very fond and distinct memories of the experience. Thousands more have long been aware that he was a major influence on the course of public policy for education at all levels in Ontario for more than a generation.

The people who knew him sometimes describe him as brilliant, sometimes as amusing or amusingly insightful, and sometimes as obstreperous or disconcertingly unpredictable. He was all those things, and for that reason his death means the loss of one of the most interesting figures in the modern history of education in Ontario.

As historians go about the job of explaining the development of education in Ontario in the middle decades of the twentieth century, they will have some problems coping with the varied style of Professor Jackson. He wrote sometimes as statistician and demographer, methodically marshalling the data on social, biological and financial phenomena pertinent to public policy for education. At other times he wrote as educational polemicist and critic — not averse to using elaborate metaphor and hyperbole to make his points. The only constant aspect of all that he wrote, said and did in his capacity as a student of education was motive. That motive was a determination to bring to the attention of educators, civil servants, politicians and the concerned public the available information on our schools, what they do, the people who attend them and work in them, and on the society of which they are a part. It is doubtful that anyone else, in any jurisdiction, did it so effectively for so many years.

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So you want Junk Food OUT of your School



A Toronto Trustee Describes How
it Can Be Done.

Sheila Meagher, Toronto Board of
Education

In September, 1978, the Toronto Board of Education began a program to ban junk food from its high school cafeterias. I am writing this article to sketch out how a simple idea sometimes gets buried in fear and peripheral nonsense, and how good ideas can be saved by ordinary people forcefully supporting them.

I was a fed-up (and overweight) mum when, at a quiet little sub-committee at the Toronto Board in early 1977, I moved that junk food be banned from schools. It was not, at first, a political move — it was just that I had raised five kids on an Adele Davis style food-consciousness, and I was annoyed about the quality of food served in our cafeterias. My kids and their friends were rudely descriptive of the food that was offered at their school. It seemed such a logical and simple move for the trustees 'to put our money where our mouths were.' (Pardon the pun).

At first, it was an uncomplicated motion: *Be it resolved that junk foods be banned!* At least it seemed simple enough. The administration went wild. Absolute disaster was forecast! We would lose the kids to outside concessions. We would lose money (about \$100,000 was the prediction). We would lose control of the kids at lunch time and discipline would suffer. Parents would object. Drinking and drug abuse would increase. Lateness and absenteeism would abound. Local autonomy would be violated. It hadn't succeeded anywhere it was tried. And finally, the most awesome criticism an administrator could hurl, the motion was **SO UNCLEAR AS TO BE UNIMPLEMENTABLE!!!**

In June 1977, its first time at the Board, the recommendation was turned back and

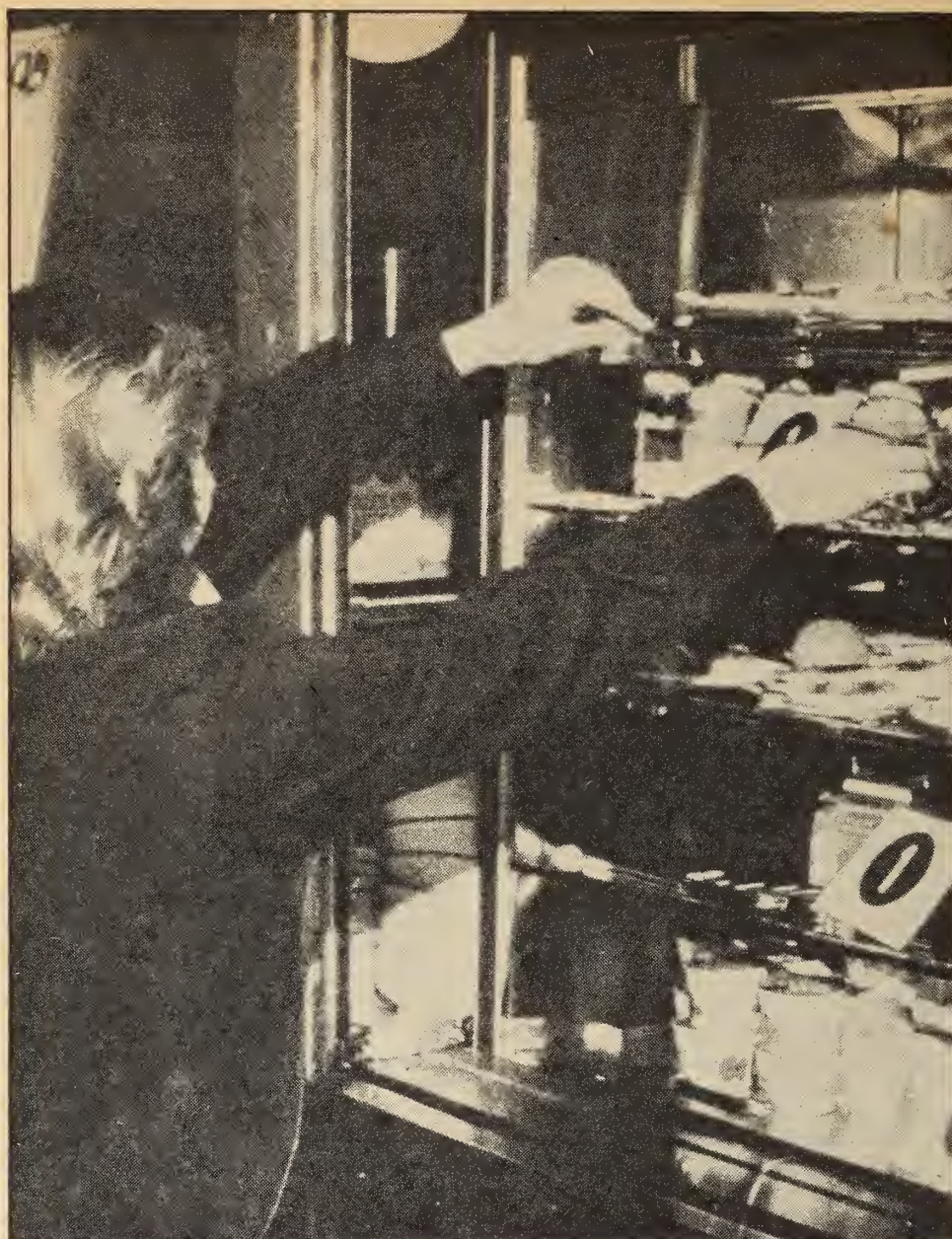
the Director was asked to report on how the school system would carry out the project. Until then, I had believed the idea would sell on its own. But a good idea was not sufficient in its own right: a well-planned political strategy was necessary. It was clear that my ban on junk food was going to be investigated until it died a quiet death.

Summer came. School was out and things lay fallow for two months. In the fall, I began contacting public health personnel, school nurses, dental hygienists, and physical education teachers, but most of all, I started talking to parents and students. The scheme was that if continued significant opposition was met from administration and other trustees, I would send out letters to parents' groups and student councils all over the City, contact the Board of Health and the Toronto Department of Health, and inform the media. Everyone I could think of should and would be solicited for support. By early January, the quiet plan of action was in place.

At the same time as I was contacting interested community people and professionals, the original motion began its plodding progress through committees. At each step, the motion grew. *Be it resolved that junk foods be banned*, now read: *That the sale of 'junk foods' in cafeterias be discontinued.* (Note the addition of quotation marks around 'junk foods' and the nicety of 'discontinued' over 'be banned'). The next move was more remarkable and even very positive. The administration claimed, and quite rightly, that if such a ban were to work, there had to be something more than just a ban. We had studied the highly successful and heavily subsidized Montreal program (June, 1977), the budding Etobicoke project (April, 1977), the Nutrition study in Agincourt (March, 1977), the Leeds-Grenville School

Feeding programs Report (June, 1973), the Manitoba (1974), and British Columbia (March, 1974) Reports on Nutrition, and the Ontario Provincial working paper on School Food Services (March, 1976). We began to see the need for a total and integrated program. We also had to admit that the present two food services' administration staff were insufficient to run the 26 cafeterias that served over 33 000 students as well as engineer this new direction. Another person would be needed to carry out the project. In addition, we felt it inappropriate for the funding to come from the Toronto Board of Education alone. We decided to approach the Toronto Board of Health and ask them to share the cost of a half-time nutritionist for the life of the project. It was expected that this new half-time person would spend most of his or her time in the schools consulting with teachers, students, food services staff, and parents' groups, planning and implementing local projects.

I was a little stunned at this point to hear from opposing Trustees and administrators that the project in its expanded and more defined form still shouldn't and couldn't be done and still wasn't clear. The administration further claimed that the term 'junk food' was not specific enough. So I attempted to identify the best known junk foods. The Committee finally decided that the common definition should be that foods low in nutritional value and disproportionately high in fat, salt, sugar or calories were junk foods. The list included potato chips, taco chips, pop, candy, plastic wrapped donut-type foods and packaged cakes and cookies. We had to grant that snack foods had their place alone, or as part of the lunch meal and that the removal of bad food should be accompanied by the addition of good food. Suggested items were: raw fruit and vegetables, granola, dried fruit, nuts,



A student selects a 'balanced lunch' based on Beaver Foods Ltd. nutritional program.

homemade muffins and cookies, and so on. The old 'out with the bad, in with the good' slogan from lifesaving classes came to mind. We felt that the project should begin as soon as possible and therefore suggested starting on April 1. This is what we finally agreed to present:

It is recommended:

- that a nutrition-consultant be employed on a half-time basis and that the cost be shared with the Board of Health
- that a ban be placed on all pop, taco chips, potato chips, plastic donut-type foods, packaged cakes and cookies, etc.
- that the above be replaced with acceptably nutritious foods, such as nuts, raisins, fruit juices, fruit and raw vegetables, bran and plain muffins, oatmeal and granola type cookies, etc., bags of granola, cheese and crackers, and peanut butter sandwiches

• that the second and third recommendations above be made effective before April 1, 1978, in all secondary schools and that parents be notified through all available channels of what the Board was doing and why

• that the Toronto Board of Education also begin a nutrition program based on Canada's Food Guide in all of its cafeterias, with appropriate posters, food labels, staff in-service, etc.

The above recommendations arrived for a second try at a School Programs Committee meeting just before the March 2 Board meeting. The Director opposed the project. He wanted a two month trial period in three schools.

At the same time, much to my surprise, we were part of a larger picture in the health world. In February, the Federal Food Conference was held in Ottawa with

banner headlines on the need for better nutrition. The impact of food on our health and fitness was underlined. The lack of public education on the risks to life from bad nutrition and lack of fitness was reinforced. Abby Hoffman made front page headlines in the *Toronto Star* at the end of February with: 'MESSAGE TO PARENTS — GET THAT FLAB OFF YOUR KIDS.' On TV there was a flood of information on the same topic being acted upon successfully in the United States. •

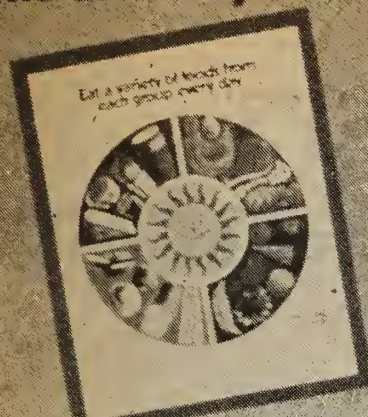
But despite media support, the committee, as we feared, was a battle royal. Nine delegations of school health nurses, parents, students, and public health nutritionists appeared before the committee. It was clear that passage of the project was going to be difficult and close. It was also clear that the project was viewed as my pet project, and believed to have little or no real community support. On February 17, as had been planned the previous fall, I mailed out nearly 300 letters to community groups, students and other interested individuals. I was by now a member of the Board of Health and so took the proposal personally to them for support. They were wonderfully helpful and the motion passed easily.

The response from the mail campaign was astounding. In the last eight days of February, Home and School Associations, teachers' federations, aldermen, doctors, ReforMetro, nurses, students' councils, individual students, MPPS, dentists and dental hygienists, the Canadian Federation of University Women, and the Chief Medical Officer of Health for the Province, among others, wrote support letters. Petitions came from students in two schools urging passage of the proposal. The letters and phone calls flooded in; phone calls kept the Chairman's office hopping. Trustees were pestered at home and at the office. In total, nearly 900 people were represented. Toronto media continued support with stories and pictures. By March 2, the night of the Board meeting, the ban on junk food was a super hot news item and had the Board in a polarized uproar.

The debate was almost surrealistic: the opposition was a group of Trustees and other people who were actually screaming that people, children, had a right to eat badly if they chose, and we had no right to take that freedom of choice away from them. One colleague suggested to the audience that an entrepreneur among them ought to bootleg 'Twinkies' outside every high school. Efforts were made to refer, delay, lay-on-the-table, and amend, but after nearly two hours, the bulk of the program passed with 14 supporting and 6 opposing votes.

In June, (a year after the motion first surfaced) the newly hired nutritionist gave her first progress report to the Board. She had begun school consultations in April. It had been hoped that the program would be able to go immediately into all 28

The choice is yours...



Four Plus

Beaver



A nutrition chart designed for Beaver Foods Ltd.

Tucking into a big, wholesome sandwich

secondary schools. However, that was impossible in the eight weeks available between her employment and the closing of schools for the summer. Instead, 13 schools were selected either because they requested to be included or because they were schools that were usually favourable to change.

The nutritionist made appointments at each school to interview the principal and/or vice-principal, heads of the physical education, guidance, family studies and science departments, student councils, the school nurse, the senior cooks in the school cafeteria, the education assistant who supervised in the cafeteria and, in some cases, representatives of parent groups. She visited each cafeteria, and talked to the students. She looked over the layout of the cafeteria and how food was displayed. First-hand knowledge of the individual work place was essential to a human and not overly-bureaucratic approach.

The school locations were evenly distributed over three of the four districts, the west, central, and east of the city. The north end seemed either indifferent or even hostile. (One north end student council sent a letter telling the School Health Committee to take its peanut butter sandwiches and carrot sticks and go to hell!).

Two styles of implementation seemed most sensible. We will, for want of better terms, call them 'phased' and 'cold turkey.' Each school chose which of the two seemed most likely to succeed. The 'phased' schools began in September by

reducing the number and variety of junk foods with the understanding that by Christmas, all of the bad foods would be gone. The 'cold turkey' approach took all junk foods off the counters on the first day of school in the fall.

Out of this beginning, breakfast programs were developed in schools where students had early morning classes or where they had to travel long distances to school. Foods such as muffins, bagels, cheese, fruit, milk, coffee, hot chocolate, etc., were available.

What is perhaps most delightful about this whole affair is that everyone — the pros and the cons — expected to lose money in the project. We didn't! In the 'cold turkey' schools, we are at about 95 per cent of last year's income, and in the 'phased' schools we are receiving between 5 percent and 40 percent over nine previous years. The results are a trifle confusing since I cannot quite understand why the 'phased' method is so much more successful than the other. I am, however, delighted at the obvious enthusiasm for the project and its financial success. The project has even changed the Board's own food consciousness. A new catering company has been hired and the menus and cafeteria food remarkably improved. Fruit juices and milk have virtually replaced the use of soft drinks during Board meetings. It is clear that Toronto's step toward accepting responsibility for the food we serve has been recognized across the province. At least three other school boards have followed suit and many more are moving in our direction.

Two things have bothered me in this whole affair. The first was the response of the food and vending machine industry — which I found appalling. Instead of trying to produce and sell good food, they spent most of their time trying to convince people that their stock really was good for us. Few, if any, attempts were made to replace 'garbage' with wholesome foods. Moreover, major food producers have corrupted perfectly good food into useless junk. The very best example is the way in which the major cereal companies have robbed granola of most of its nutritional value, stuffed it with sugars, over-packaged it, and hyped it on TV. It is amazing what some people view as progress! The second source of annoyance was that people in power refused to act for the physical health of children — trustees and administrators were the worst. It is still hard for them to see and accept the relationship of the sound body and the sound mind.

How can a school system teach good nutrition, good eating habits, and fitness when it doesn't put into practice what is being taught? I feel there must be a substantial tie between the classroom and the cafeteria; between teacher and cafeteria staff; between the visual effects of the classroom and the vista of goodies in the cafeteria. As the American nutrition-activist Michael Jacobsen hinted, 'They can read about good food forever, but for this education to have any impact, they have to have a chance to eat nutritious food — well prepared and appetizing — in a school cafeteria.' ■

DECLINING ENROLMENT:

Ontario's Story - the Shadow on the Land of of School

MISSING • FEARED LOST!

399,500 ONTARIO PUPILS

256,000 ELEMENTARY

143,500 SECONDARY

**REWARD
FOR RETURN OF STUDENTS**

NO QUESTIONS ASKED!

Robert W. B. Jackson, Atlantic Institute of Education

The CEA Newsletter for December, 1978, brought the story up-to-date:

30 of Canada's Largest City-Based School Boards

LOST from September, 1977, to September, 1978

1. An average of 3 percent in enrolment in one year.
2. or An average loss per board in one year of a) 1,612 pupils;
b) 70 teachers;
and c) 2 schools.

Statistics Canada has just released estimates of the number of births for last year: down again in Ontario and in most other provinces. International migration to Canada, especially to Ontario, has dropped again. The inter-provincial migration pattern for families and children shows a new trend: young families and their child (EAST of Saskatchewan-Manitoba borders and including Ontario) are moving WEST. Fertility rates for Ontario are well below the simple replacement level of one generation by the next. As a result of all these factors, Ontario has sunk below potential *zero* population growth to potential *negative* population growth and if it were not for net total migration *gains*,¹ deaths would exceed births in Ontario by 1999.

What does this mean for Ontario? Problems! And tough times for the next

decade; possibly for the rest of this century. Economic prospects are poor; inflation and unemployment run at levels too high to tolerate; enrolment will probably decline until 1987 for elementary schools, until 1994 for secondary schools; and the number of births and birth rates will continue to drop (in terms of the current fertility index).² In 1976, Ontario stood third from the bottom for the provinces with 427; Quebec was lowest at 388, then British Columbia with 410.

The Economic Scene

We have little or no chance of making improvements in our education system unless and until we cut inflation down to about one quarter of its present level and stop flirting with bankruptcy through deficit public financing. Government support for education has been cut each year below the

inflation level and this means that the local ratepayers have been forced to pay higher school taxes. They have been carrying *their* share of the inflation increases and picking up, in addition, the share the province has dumped on them. Perhaps the limit will soon be reached, and a taxpayers revolt will bring the whole machine to a grinding halt. Actually, though, the average ratepayer (with a job!) is not suffering, and has not suffered financially in 'real' dollars. But he thinks he is suffering, because all he sees are the 'current' or 'phony' dollars, and this may be even more painful (psychologically) than real suffering. Inflation roars ahead to two digit levels; the Canadian dollar is devalued to 83 cents U.S.; job formation and industrial expansion lag behind labour force growth; tax reform has been shelved — again; and the balancing of the provincial budget has been postponed. Finally, education has dropped in priority at the provincial level to about fourth place, well below the other social services and far below the financing of the public debt in perceived importance.

The General Population Scene

Unless the door to immigration is slammed shut and fertility drops quickly to the level of the 1.5 child family, total population of the province will increase steadily, and continue to do so well beyond the end of this century. Under existing circumstances this is quite possible. Recent figures from Manpower and Immigration show that immigration to Ontario dropped by 55 percent between the second quarter of 1975 and the second quarter of 1978 (a loss of 14 447 persons for that quarter in just three years)³. Another sign of change was that 51 percent of the total number of immigrants to Canada went to Ontario in 1975 as compared with 49.9 percent in 1978.

The interprovincial migration pattern reinforces, or perhaps reflects, the gloomy economic picture in Ontario. For example, Ontario had a *net gain* of 8335 children under 16 years of age from the other provinces in 1969-70 and 15 323 in 1970-71. However, Ontario had a *net loss* of children under 18 years of age in 1974-75 and 7209 in 1975-76. The position has been wavering between small losses and small gains ever since and, as indicated earlier, the trend now seems to be for families to move West to Alberta and British Columbia.

Birth rates, too, are still dropping in Ontario, and it is quite clear that, barring a precedent-shattering change in trend, the number of births is unlikely to increase during this century or the next. As a matter of fact, with migration declining and birth rates decreasing, it is quite possible that Projection No. 8 of Table 2.3, page 38, of my Final Report will be the model. If so, then births will drop fairly evenly from now to the end of the century, to reach the figure of 102 000 live births (about 20 000 below the actual 1977 value). If that happens, no end of the downward slope is

in sight for declining school enrolments.

The School Enrolment Scene

The moderately optimistic projections in my Final Report indicate that elementary school enrolment is likely to drop from the 1970 peak of 1 465 488 pupils to a low of 1 209 400 pupils in 1986 (a loss of 256 100 pupils) before increasing slightly and then starting to drop sharply once more after 1996. For the secondary schools, the projections indicate a decline from the maximum of 613 830 students in 1977 to 470 400 students (a loss of 143 400 students) by 1993. This should be followed by a gentle increase to the year 2003 before starting the next decline.

The uneven geographic distribution of gains and losses during this period is, in many respects, its most important feature. Most of the city boards will experience dramatic declines, e.g. by 60 percent or more in the case of Ottawa and probably some parts of Metro Toronto, whereas other school boards, e.g. Carleton and Peel counties, will experience substantial increases for the foreseeable future. Similarly, while declines for the province as a whole will be very slight (perhaps not more than 17 000 pupils at worst), some individual school boards will have serious declines, e.g. Ottawa and Timiskaming. The Roman Catholic Separate School system will have a pattern of its own.

What this adds up to, of course, is that increased or decreased enrolment will vary throughout the province and will require local solutions. There is no single provincial problem, and there is no single provincial solution. Over the short term, the Ministry of Education's Regional Offices can provide guidance and funds to ease the pains of both decline and growth. In the long term, we must, in light of economic and financial constraints, gradually realize the benefits from declines in enrolment.

The Teaching Force Scene

The teaching force will be reduced in number, of course, but for the vast majority of school boards this can, and no doubt will, be achieved through attrition, not through large-scale dismissals. A number of city and metropolitan area boards will have to release (i.e. 'dehire') a substantial number of qualified and experienced teachers and will have to plan very carefully to avoid unnecessarily traumatic times. They should explore realistic alternatives such as early retirement, leaves of absence, study leaves, exchanges, secondments, and 'sharing the work' on a 'part-time' basis (e.g. two teachers sharing one job and one salary, or three teachers sharing two jobs and two salaries) or even on a 'full-time' basis by incorporating night school programs and summer school programs into the work schedules.

The situation will be most difficult for younger teachers and those who want to become teachers, especially where 'senior-

ity' clauses are rigidly enforced. There are so few new jobs that the preservice training programs must be cut in half (the last Teachers' College will be closed in a few months). However, there will be a greater demand for inservice programs at the Faculties of Education since the teachers who have jobs will need courses for upgrading and updating their academic and professional skills. There will also be a need, especially at the secondary school level, for retraining in other subject disciplines and, in future, prospective teachers will have to plan for competency in at least two, preferably three, disciplines to ensure versatility, flexibility, and transferability.

There is a massive job of inservice education to undertake, and hopefully the funds will be available for it (we already have the necessary skilled staff, building and equipment). It is of paramount importance to keep teacher education facilities available, unless we are prepared to start over again from scratch in about 25 years when teachers hired now will reach retirement age and create a new teacher shortage. We must plan now to cope and, in part, at least, avoid the problems this situation will introduce. Programs of early retirement and part-time employment, leaves, exchanges, etc. should be developed and then reinforced by employing young teachers. This will also help to keep the pension fund in an actuarially sound condition (it is in excellent shape now), and, over time, to avoid the vicious cycle of Teacher Boom and Bust. Together these will ensure continued improvements in education and assist in the maintenance of morale within the school system through the flow into, up through, and out of the hierarchy of teaching and administrative positions. Both are absolute 'musts' if we are to continue to provide a high quality education to the students.

The remaining major factor affecting the teaching forces is 'mobility,' or rather the lack of it. The insistence on seniority with *one board*, or at its worst in *one school*, has led to a virtual disappearance of mobility. The system is freezing solid into a rigid mass; we must break it open by all the means at our disposal. Lateral mobility can be ensured through leaves, secondments, and exchanges, without loss of seniority or of fringe benefits. Vertical mobility, with its promise and reward of advancement through the ranks, can be ensured through a general adoption of the system of term appointments to supervisory and administrative positions. This has been introduced already in some systems.

The Breadth and Depth of the School Program

One of the more serious implications of declining enrolment is its possible destructive effect on the school program. Unless studies are made before the event, and plans laid in advance, the panic decisions

made when the decline hits could have very harmful effects here. However, in most cases the problems associated with declining enrolment are administrative or logistic in nature, and can be solved by adjustments to the system. But unless this view is accepted, the 'crisis response' will be to cut out options and even whole programs including second language and special education. This should not happen, and must not be allowed to happen.

There is a special problem here with the small, 'isolate' boards and with isolated schools in other boards. To cope with these situations we may have to accept higher unit costs, defrayed largely from provincial resources, rather than local ones. We have such problems now, and have learned to cope with them, but declining enrolments will exacerbate the problems.

Finally, we must plan now for the shift from 'youth education' to 'continuing education' for all ages. Declining enrolments and those economic and financial problems referred to earlier will delay this shift, but cannot stop it. Perhaps that is as well, because we are not ready yet to make meaningful advancements in this direction.

The School Buildings Scene

Nothing is more noticeable in the local community than an empty school. The closing of schools has led to bitter arguments and confrontations in many localities where local groups have not been involved in discussions. Communities generally react quite negatively when only the possible financial savings are stressed. The school is viewed, and quite properly, as a community centre and an asset which a community is naturally reluctant to relinquish. However, local groups of parents as well as of non-parents will agree readily to close a school and bus the students to another, if the benefits to the children's education are stressed.

Many schools have been closed already, and many more will be closed before the end of the enrolment decline. Here is an opportunity for imaginative use of old school premises for other community purposes, including continued education and recreation. The property can be disposed of through outright sale or long-term lease, preferably the latter so the community still retains final control of its assets.

But there are situations in the sparsely-populated areas of Ontario where it is just impossible to close a school and make alternative arrangements which are suitable and reasonable. I simply do not accept long bus trips for young children (some routes now take one-and-a-half hours *each way*) as being reasonable or defensible in any sense. Also, there are some areas, including isolated schools in populated areas, where bussing is impossible. In such cases we must bring the education to the child, even at very high unit costs, through the use of additional teachers, TV and

radio programs, and correspondence courses.

There may be some places where, even with the best will in the world and much higher expenditures, we simply cannot provide equivalent educational opportunities. In these instances, boarding schools, despite their known weaknesses, are a possible alternative as is the transfer of families (remember the fate of the outport communities in Newfoundland?) to populated areas. Where *all* our efforts fail, we must accept and admit the effects: children will suffer, in this generation and probably in the next. However, if we *have* done all that is humanly possible, our consciences will be free of that guilt complex which haunts so much of our society.

In any approach to school building and other physical assets, we must remember that it is the children who are important. Bricks, mortar, logs, boards, the land, and even the dollars for the most part, are merely the means to an end — not the end itself.

The Financial Scene

Enough has been said already about the economic and financial context of the school finance problem. Funds, in the foreseeable future, are limited. The major implication of this is that we must look for 'non-cost' alternatives and solutions, and for ways to spend the dollars we do have to the best advantage. Much can be done along these lines, and much has been, and is being, done already. However, we can do quite a bit to get a better financial deal. We can insist on immediate tax reform, and we must continually stress the importance of education and get the present priority order changed. Although we have learned that we can't take education for granted as a universally accepted superior good, we must work at the job of pointing out the need for, and value of, education to all of us, not just to the children.

There are a few technical points, although they are easy enough to understand, which I wish to add:

1) With our present enrolment-driven grant formula, the province picks up the full savings on *every* student lost. The school boards cannot achieve such savings automatically, and in fact they often cannot realize any savings from small declines spread over most, if not all, schools and classrooms. The government, therefore, must postpone its 'fault-free' savings and help the school board by declining enrolment adjustments to the grants.

2) Provincial ceilings on 'recognized expenditure' for legislative grant purposes have to be carefully monitored and re-assessed each year. What appears as a simple and not crucial part of the grant formula is, in fact, one of its *most* significant factors. If these are not indexed to the inflation factor, then the province

automatically unloads part of its burden on to the local ratepayers, and the government can cover a multitude of 'political sins' by calculating its share as a percentage of these amounts, not of the full cost of education.

3) The formula must also be checked each year to make certain there is no slippage in the proportion of *recognized* costs (not the total costs) which the government is paying. This share can also be hidden from the general public, unless some teachers or boards calculate the results and broadcast their findings. If the local ratepayers are to get a fair deal, proportions should not fall below 60 percent province; 40 percent local responsibility. Of course, if the province drops both this percentage and the amount per pupil recognized for grant purposes, then the local ratepayers — and everyone else in education, especially our children — get short-changed.

4) Local taxes are going to increase *unless and until we lick inflation*. Those on fixed incomes and the poor especially are suffering and will continue to do so under the present circumstances. But it is our responsibility to change these conditions, and devise ways to relieve the poor and those on fixed incomes.

Most of us panic and race off in a frenzy to avoid facing up to the facts and their inevitable outcomes. To paraphrase Dr. C. F. Moir, Deputy Minister of Education for Nova Scotia:

We have to learn to accept the facts, and cease trying to evade the issues. We cannot avoid the inevitable consequences of these events, and we must therefore develop methods of achieving our goals under these new and altered circumstances.

Enough said.

Notes:

1. But immigration to Ontario declined by 55 percent between the second quarter of 1975 and the second quarter of 1978; for the third quarter of 1978, net inter-provincial migration to Ontario was only 12 children (gained from 3 regions, lost to 8).
2. Number of children under 5, per 1000 women aged 15 to 34 years from the 1976 Census returns. This index is not equivalent to the total fertility rate nor to the gross reproduction rate, although very similar.
3. Immigration of children under 18 years of age has plummeted even more dramatically — by nearly *two thirds* in two years (September to November, 1976 and 1978) for Ontario and Canada as a whole, and even more for Quebec and Atlantic Canada. Most of those 'missing' children *would* have become school pupils. ■

We should ACT NOW!

Margaret Wilson, President, Ontario Secondary School Teachers' Federation.

The first thing to be said about the Commission on Declining Enrolment in Ontario is that we all stand in debt to Dr. R. W. B. Jackson for his remarkable accomplishments in a short period of time. He has given us projections extending well into the next century and challenged us, to make clear-cut choices about the future of our education system.

In his article which appears in this issue of *Orbit*, Dr. Jackson restates many of the points which were in his final report and in earlier studies. One, however, deserves underscoring: 'There is no single provincial problem, and there is no single provincial solution.' That was one of the major points we tried to make in our brief (the first to CODE from a provincial group). Responses to declining enrolment must reflect the needs of the local community and should involve that community in making the choices. Community models already exist as proof that it is possible to take positive advantage of declining enrolment based, in each case, on the specific needs of the community, not on a 'provincial solution.'

Although we see little provincial response so far to Dr. Jackson's observations about education financing, we believe that section of his report deserves close study, both by the Ministry and by a suitable committee of the Legislature. Dr. Jackson's comments about education finance in Ontario are not those of a Johnny-come-lately, because he served as a close advisor on that subject to a succession of provincial governments and a succession of education ministers in Ontario.

Difficult as it may be for some members of the general public to grasp, the Province of Ontario is saving money because of declining enrolment. As Dr. Jackson phrases it: 'With our present enrolment-driven grant formula, the Province picks up the full savings on every student lost.'

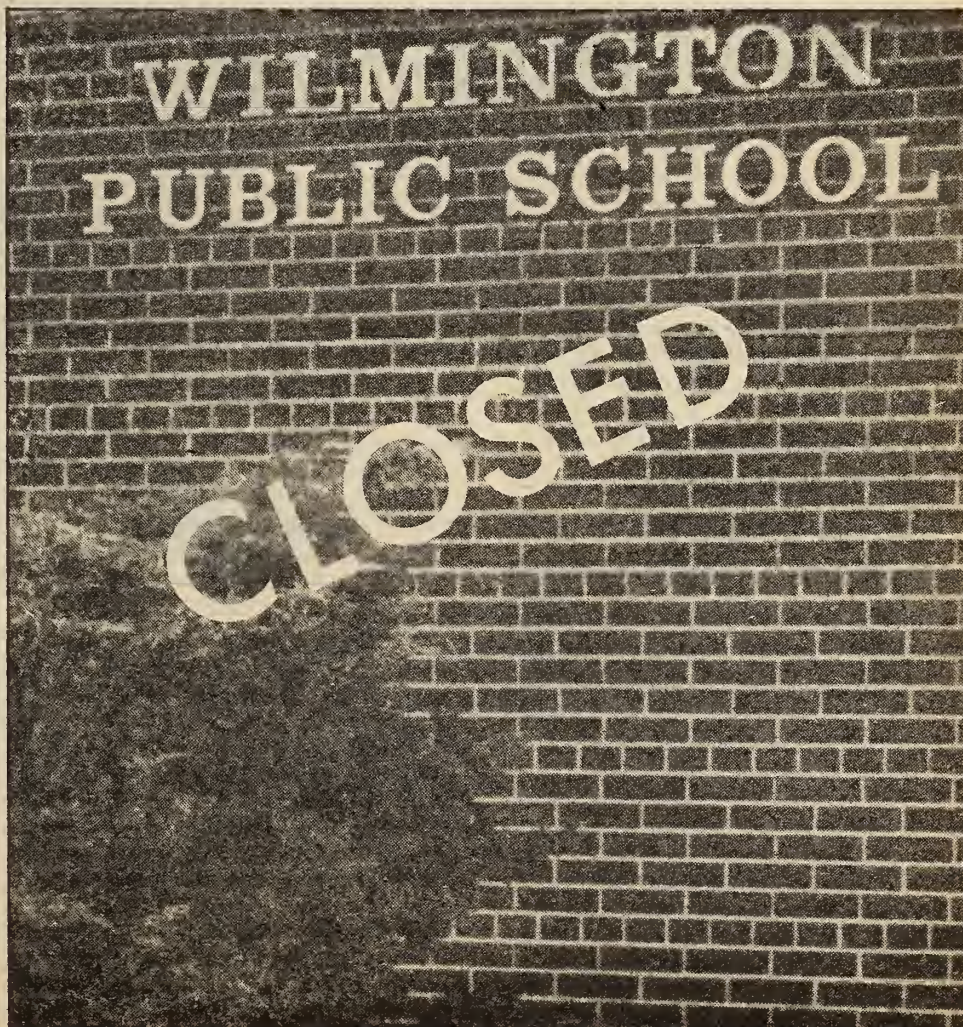
Local boards of education are forbidden by law to retain profits from taxation and must return savings to the municipal taxpayers. On the other hand, there is nothing prescribing what the provincial government must do. As enrolment goes down, it can be argued that the Province

will annually be gaining access to literally millions of dollars in reduced costs. It is a heaven-sent opportunity for the Province to effect an overall reduction in the provincial cost of education and to improve the educational environment at the same time.

Class size was identified as a major concern by Dr. Jackson who urged teachers to make that a priority in local negotiations. Surely, the fact that the Province will realize substantially reduced costs because of declining enrolment means that those savings can be used to improve class size, particularly for special education and needs such as English as a second language. (Compared to England, Wales or Nova Scotia, Ontario has a higher percentage of classes over 30 and a higher average class size).

CODE statistics forecast a total reduction in Ontario of more than 6500 secondary school teachers between the 1978-79 and 1986-87 school years' if the present pupil-teacher ratio is maintained. Calculated in current dollars and considering only the savings from reduced teaching staff, the cumulative reduction in educational cost for that period would be \$728 million across Ontario.

But what if there are improvements in class size? How expensive would that be? Regulation 704 of the Education Act already requires that no more than 20 occupational or special vocational students be in an academic class and that no more than 16 be in a shop class — two requirements that fall short of reality in many parts of the province. We estimate that to meet the maximum size require-



ments of Regulation 704, the cost would not exceed \$40 million. Or, if the median class size in Ontario were lowered to that of Nova Scotia, the cost would approximate \$192 million. If *both* improvements were introduced, there would still be a reduced educational cost, measured in current dollars, of \$496 million.

It is frustrating for teachers, who are the first to witness the effect of provincial policies on the classroom, to observe the quiet shift by the Province of education costs to the local taxpayer while the Province also saves money on declining enrolment. It probably makes sense in political terms because the local taxpayer can only identify rising education taxes with his locally elected school trustees and vents anger upon them, but it does not make sense in terms of our school system.

For those who will read Dr. Jackson's observations, both in this issue of *Orbit* and in his earlier reports, the need for an inflationary factor in legislative grants to school boards is clearly spelled out. (We notice that Dr. Jackson almost appears to be baring past sins when he

warns school boards to monitor the grant formula on an annual basis; as one of the inside advisors responsible for adjusting the grant formula in past years, no one is better qualified when he warns that 'the government can cover a multitude of political sins by calculating its share as a percentage of these amounts, not of the full cost of education.' One wonders whether Dr. Jackson could be coaxed by school boards and teacher groups to act as the unofficial Maxwell Henderson for Ontario provincial education financing.

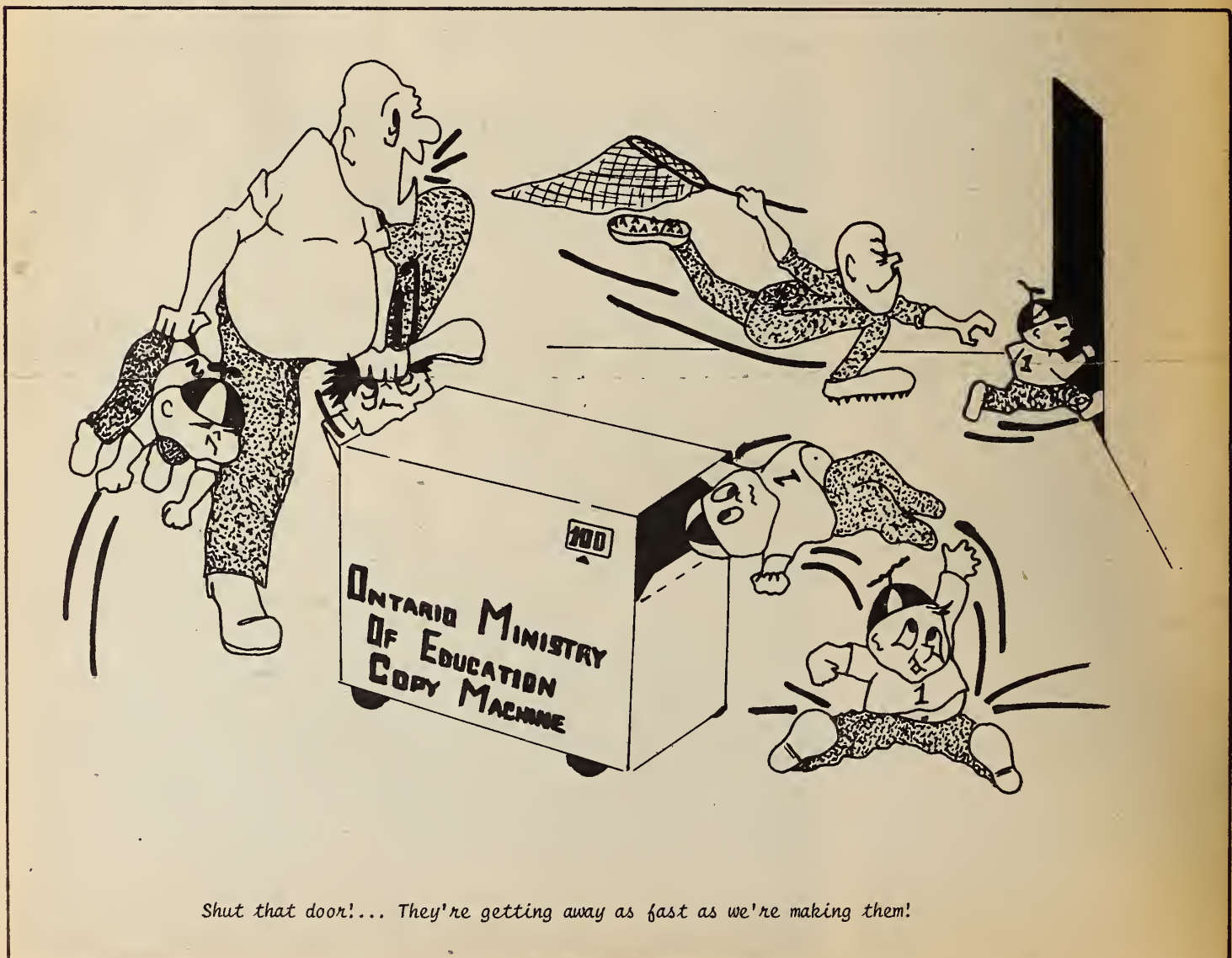
One point which Dr. Jackson makes in this issue of *Orbit*, but to our knowledge, has not made before, is his warning that Ontario faces another serious teacher shortage when teachers now hired all reach retirement age at about the same time. In his words, that teacher shortage 'will make the earlier one seem like a children's game by comparison.'

Those are strong words but, as usual, his predictions are backed by a small mountain of research. It is clearly obvious that all partners in Ontario education should be involved in long-term planning of a nature

that has been conspicuously absent until now.

The time to plan for that crisis is now. The time to adjust provincial funding to ease the problems of declining enrolment is now. The time to encourage flexible approaches on a community by community basis is now — not after schools have been closed or after options have been dropped with little probability of returning. Dr. Jackson made all those points in his voluminous final report. We and other groups made them in our presentations to his commission. They appear so obvious to me as a parent and a teacher that they are self-evident — yet there is the question, who is listening?

In our response to the final CODE report, requested by the Minister of Education, we urged that an appropriate all-party committee of the Ontario Legislature consider Dr. Jackson's recommendations and that the public be involved in a considered debate on the issues. Unless that forum is provided, history may have one comment about Ontario's Commission on Declining Enrolment: nobody listened. ■



SUFFER NOT THE CHILDREN

By Doreen M. Brady, President
The Ontario English Catholic Teachers'
Association

We believe you, Dr. Jackson — the children are not here in the numbers of previous years, nor will they ever be again. Your statistics are impossible to argue with, and we will not try. But why so gloomy? Ontario children need not suffer — we have many fine buildings, resources and classrooms, we have an experienced teaching force and we have the benefit of modern research, technology and skills. If we also have a well-developed sense of justice and an attitude that we must not short-change the children, these 'fewer numbers' will benefit greatly from declining enrolment.

Ontario Catholic high schools are one group of schools whose student population continues to increase despite high tuition costs at grades 11, 12 and 13 — public tax support ceases for Catholic schools at grade 10. Parents who make such sacrifice do so because of a deep-felt desire to give their children a particular type of education. It is this tightly-held faith in the importance of education that seems lacking in recent provincial political decisions. The lack of commitment to the value of education is obvious when one looks at the decreasing percentage of provincial monies allocated to school boards. The government has transferred responsibility for funding education to local school boards at a dramatic rate.

This more negatively affects Catholic education than public boards because the separate boards generate a much smaller amount from a similar raise in mill rate. This is because most industrial and commercial taxes are directed toward public school boards despite the presence of Catholic taxpayers within the structure of companies. Recommendation No. 100 in the CODE final report that says commercial and industrial taxes should be pooled provincially and allocated to public and separate boards (presumably according to pupil enrolment?) would do much to eradicate a long-standing injustice to Catholic schools.

The declining enrolment pattern across the province is, as you point out, Dr. Jackson, quite uneven. Separate boards in expanding suburban areas such as Dufferin-Peel and Carleton, are close to declining city boards of Metro Toronto and Ottawa. It is doubtful that the amalgamation of boards (as was recommended in the



Ontario children need not suffer . . .

1977 Mayo Report on Ottawa-Carleton) will solve this problem as children would be bussed long distances, and adults would be alienated by the unfamiliarity of the structures. Instead, the Ministry should reinstitute special grants to boards whose enrolment is declining. The recently announced grants for 1979 recognize the special needs of boards with less than 4000 students. It is agreed that they have expenditures that do not decline with student population, e.g. fixed expenses of building, maintenance and delivery of basic services. In the same manner, declining boards with more than 4000 students need assistance to maintain programs and services equal to those offered children in previous years.

As you have no doubt noted by now, I do not approve measures that are ostensibly designed to cut costs, but in reality cut the availability of high-quality educational opportunities for Ontario children. After

all, it is not their fault they were born in a time of reverse population explosion! A case in point is the notice that in 1980 the Ministry will not provide grants to boards for kindergarten children who attend all day. On the basis of this, separate schools in Ottawa, Carleton, Stormont, North Shore and other regions have established effective French-as-a-second-language programs which instruct five-year-olds in French and English, (half-day each). Building upon this base year of orientation to the language, the children have progressed rapidly through intensive second-language learning at the most appropriate time of their lives. Thus opportunity to become bilingual will be severely hampered by the elimination of full-day kindergartens. Again the Catholic boards, which cannot generate as much money in taxes and which depend more heavily on government grants than public school boards, will be forced to discontinue a

successful program. It is the children who suffer.

The question of 'quality teaching' must have concerned you greatly, Dr. Jackson, for many CODE recommendations address this 'problem.' Without reservation, we teachers endorse the concepts of early retirement, educational leaves, sabbatical leaves, teacher exchanges, secondment opportunities, job-sharing plans, and part-time teaching. We have always seen these as desirable avenues of continuing education — personal and professional development. What teacher, for example, wouldn't love the chance to retire at an age when a second career could be explored, or opportunities for rest, relaxation and travel could be seized. To achieve this, however, adequate pensions must be available, and chances to keep in touch with education should be open; e.g. being able to teach up to hundred days a year without loss of pension. In calculating teachers' pension rights, the lowering of the superannuable 'numbers' from 90 to 85 (age + years experience) should not be tied to economic conditions in Ontario. If the lower age is desirable, it should not be raised again in a few years, as you recommend.

Continuing education is something in which every professional educator participates. It is hoped that university faculties of education will expand university profes-

sional development and re-training programs to meet the pressing needs of teachers forced by declining enrolment to broaden their areas of skill. It is also hoped the faculties (and OISE) will consult with the teachers as to the appropriate courses to be offered. If they don't, one can predict an avalanche of well-subscribed courses that are irrelevant and non-beneficial to teachers in the classroom. (The registration will be high because teachers will need the 'piece of paper' to demonstrate their professionalism — even, you recommend, their eligibility for re-certification.)

Taking a course does not, one would think, guarantee better teaching, but this seems the basis for your re-certification plan. Or are you simply trying to give administration a 'quick and easy' way of removing teachers from their jobs? Teachers have always been supervised closely by parents, students and the public, and by their employers, the officers of the board. In no way have teacher organizations ever supported incompetency in the profession! We have no authority over entry to the teaching force as a professional group should, but have always cooperated with the ministry and boards in 'counselling out' incompetents. The onus for teacher evaluation lies with the board administrators. As long as procedures involving assistance, time for improvement

and proper notice are followed, teacher associations are in agreement with dismissals for cause. The impression is always given, it seems, that the great majority of teachers in Ontario schools are inefficient, and declining enrolment situations give the chance to dismiss them. This will also give the inexperienced, newly-graduated teacher, (who, by coincidence, is at the lowest salary level) an opportunity to infuse the 'aging teaching force' with 'new blood.' This simplistic approach is unjust to the teachers presently working hard and well in Ontario classrooms, and not necessarily good for the students. It used to be agreed that experience was a great factor in improving a teacher's effectiveness — nowadays the opposite view is too often espoused.

The teachers' view that an era of declining enrolment and teacher surplus is a golden opportunity to provide Ontario students with an even better education than their older brothers and sisters received is denied by many. Governments, in rejecting proposals for lower class size and increased personnel resources, illustrate clearly their lack of conviction toward the ideals of the International Year of the Child, and their adherence to materialistic, dollar-oriented goals. The provincial budget should not be balanced at the expense of children! ■



QUOI?... Une autre WASP????!!

We must not panic

Fiona Nelson, Chairman of the Toronto Board of Education, responds to Robert Jackson

School trustees throughout Ontario are faced with a most difficult challenge: how to give all students an equal chance to learn and at the same time, keep expenditures at a responsible level. Declining enrolments coupled with inflation are throwing a monkey wrench into the business of education. To keep our school systems working smoothly and to the best advantage of the students will take persistence, patience, original thinking and long-range planning . . . and a lot of educating of the people at Ontario's Ministry of Education.

Fewer children in our school systems does not necessarily mean lower costs in education. Robert Jackson recognizes this, and I think most tax payers recognize this. But, unfortunately, the Ontario Government refuses to recognize this very fundamental fact — certainly not where funding is concerned. (Since the Toronto Board offices are so close to Queen's Park, we can hear, when the wind is in the right direction, the constant refrain from the Cabinet meetings, 'Year of the Child, Bah, Hambug').

While there are declining numbers of students in our schools, we are finding more and more students with special problems, such as learning disabilities and language difficulties, to name just two. It isn't that there are more children today with learning disabilities, it's just that we are discovering more. And with Toronto's large immigrant population, many children whose first language is not English need extra help. These kinds of programs require special teachers and equipment, smaller teacher-student ratios. The Ministry of Education has recognized that more needs to be done, otherwise would they have put out Memorandum 704 and Regulations 14 and 15? And yet, instead of providing the necessary grants, they cut them!

As Dr. Jackson points out, solutions to declining enrolment will have to be worked out locally for the most part to meet the unique requirements of individual boards of education. The problems encountered

by the Toronto Board of Education are, in many cases, vastly different from those facing its neighbour borough boards. And certainly, they are different from those of smaller rural communities throughout the province.

The Toronto Board, rather than cutting back on programs, is attempting to keep up with the needs as much as economically possible. When we recognize a need, day care, for example, we try to present a solution. All-day kindergarten is such a program. With the high level of unemployment and economic difficulties, the number of children facing real poverty has increased dramatically in the last two or three years. We are having to expand our inner-city programs for these children. Another is called Four Level Advanced Program, or FLAP for short, where in one successful pilot project we have greatly reduced the classroom rotation system in the first grades of high school, and allowed two teachers to teach most subjects to one class of students. This program, we've found, has been of tremendous help to students having trouble adjusting to the usual high school system. These students have been able to develop a closer rapport with their teachers and, therefore, more confidence in themselves. And self-confidence goes a long way toward success.

But one pilot project will not stem the haemorrhage of dropouts from our four-year programs. We want to expand the program to other secondary schools and to do this we need more, not fewer, teachers.

The Toronto Board would like to be able to meet all the needs it recognizes. But the bottom line, as Dr. Jackson points out, is financing. The people over at Queen's Park have decided that human services, health, social services and education budgets are where cuts are to be made. It seems to me that we can do with fewer new roads in this province, but can we afford to shortchange children on their education? Does anyone seriously believe we need a STOL airport on Toronto Island in these oil-short days? What we save now by cutting back on education, we'll pay many times over in future years to support adults who weren't given a fair chance at an education today.

Because of the provincial grant structure, the province is the only one to profit by declining enrolment. Boards are given provincial grants based on the number of

students in the classroom. As numbers go down, those grants to the boards go down in direct proportion to the decline. Whatever happened to Dr. Jackson's slippage proposals? (As it is, the province is only paying about 20 percent of the cost of education this year in Metro Toronto). But a board's expenses don't decrease that directly. This seems to be a difficult concept for the people in the Ministry of Education to understand. Or is it more politically expedient not to understand? And guess who is pocketing the savings from the declining enrolment — certainly not the local property-tax payer!

Of course, when one talks of declining enrolments, one must automatically deal with the possibility of surplus teachers. The Toronto Board is working on ways to increase the natural attrition rate of teachers, without resorting to mass firings. It makes little sense merely to slash numbers of teachers off the roster just to reach a formula quota. The Toronto Board believes that we must make it possible for teachers to take advantage of leave-without-pay and other 'mobility' programs. To this end, we plan to publicize existing plans to our teachers, as well as develop other more attractive leave programs. The rationale, of course, is that the more teachers who take time off from the classroom each year, the more teaching positions are available. The Toronto Board needs only to increase its natural attrition rate by .4 percent to make irrelevant the 'problem' of teacher surplus.

Declining enrolments also pose the problem of empty or half-empty schools. The Toronto Board has taken an imaginative approach to providing new school space for the future. Market Lane School, to open in downtown Toronto this fall, is located in an eight-storey, multi-use building. In addition to housing the public school, it will accommodate a separate school, retail stores and residential units. This is a precedent-setting move in Canada, and the Toronto Board feels it's one of the answers to an uncertain future student enrolment.

But the primary action we take is not to panic. We can't afford to fire teachers holus-bolus and face a future of yo-yo teacher shortages and surpluses. And we can't afford to shortchange the children of today, who are the adults of tomorrow. ■

Declining Enrolment + Dropouts = Challenge?

Kirk Roberts, Prime Minister, Ontario Secondary School Students' Association.

One aspect of declining enrolment that has often been overlooked is its relationship to the rising dropout rate. With the population shifting and the financial base no longer stable, it will be necessary for the educational system to readjust. How can a school system be justified if during a period of declining enrolment, the dropout rate has drastically increased?

Since the baby boom, the needs of the student have changed and, therefore, the system must adapt to these changes and be flexible to these needs. In the large urban centres of Ontario, which will be hit hardest by declining enrolment, realistic work experience and apprenticeship programs must be developed. If budget cuts restrict these developments, then creative alternatives must be found. For example, students could be given credit for work done outside school hours. This could apply to the student who works half-time in a garage or plant or to the student who is involved in student government.

Under the present circumstances, the usefulness of secondary school to a student with a job is often outweighed by the practicality of joining the work force full-time. Therefore, it is the responsibility of educators to make education accessible and practical; it is better to have a half-time student than to lose him or her altogether.

Students who wish to become involved in extra-curriculum activities such as student government are often penalized for their efforts; even though the usefulness of the experience is often greater than certain school courses. But instead of being rewarded for their output, many student council presidents absorb decreases in their averages of 5 to 20 percent.

While there is no doubt that declining enrolment is a result of the end of the baby boom, the effects could be cushioned in the secondary schools by a re-adjustment of priorities designed to keep students within the system. Is the system going to turn out students who have completed 27 times 120 hours of approved core curriculum; or is it going to produce students who are capable of functioning in a technological society? On the one hand, effects of declining enrolment could be beneficial for students



Not me man! Find some other scapegoat to fill your classrooms.

because if educators want students to stay in school, they will have to tailor the system to suit students' needs. On the other hand, however, the effects of declining enrolment will be disastrous unless an alternative form of teacher hiring and firing can be established. Dr. Jackson pointed out that the most serious effect of a reduction in teaching staff is not the mere reduction of teachers but the loss of young teachers. There are feasible alternatives as Dr. Jackson pointed out.

But without an influx of new teachers, fresh ideas and innovative teaching methods will disappear, and students could become even more alienated.

As the effects of declining enrolment became more widespread, schools will have to deal with students as individuals in order to keep them within the system. Many of the recommendations within Dr. Jackson's report are an indication that there is a willingness within the educational community to move in this direction. ■

Rub-a-dub-dub, Let's read in the Tub



Student and teacher read aloud together.

Nola Douglas
York Board of Education

We don't want you to go, Mrs. Douglas, and, besides, who'll get the tub?

So began a serious discussion concerning the most treasured piece of equipment in our Special Education (Specific Learning Disabilities-Primary) class — an old, cast-iron bathtub that I had rescued from the oblivion of a neighbour's front lawn almost two years earlier. The discussion centered around my announcement that I would soon be leaving the program for another position, and the children were anxious about the future home of a piece of classroom 'furniture' that had been fundamental in helping them to acquire one of the most difficult skills that our society demands — the ability to read, and to read fluently.

But, let me back up a bit and explain . . .

In my first year as a teacher of children who were experiencing severe learning

disabilities, I had been increasingly frustrated by two very complex problems to which I had failed to find answers. The first was how to make reading 'fun,' that is, how to motivate students to become actively involved in the reading process, and how to develop their desire to read. Many of my 'non-readers' approached the task of reading with an air of confrontation and professed an aversion to, and hatred for, books. These feelings had developed over time as a result of many experiences of failure and frustration when trying to read. Even when lying on the rug and pillows in the reading corner, visible signs of nervousness (twisting of hair, nail biting, twitching and avoiding eye contact with the page) were evident when I tried to read with such children.

The second major question or problem that I had faced in that first year was how I could develop fluent, smooth reading rather than the word-by-word, stilted variety which made reading such a chore for both reader and listener. Some of my

readers who had developed enough basic word attack skills to 'read' word-by-word were becoming frustrated; they had 'stalled' at this stage and seemed unable to move on to the more fluent, smooth reading characteristic of the more advanced reader.

The idea of using a bathtub in the classroom came from a 'brainstorming' session in a Ministry of Education summer course in Special Education where mention of the use of a tub as a 'reading area' was made in relation to a USSR (uninterrupted, sustained silent reading) program. Why not, I hypothesized, use a bathtub as an integral part of a reading program for reading-disabled children. Its womb-like quality would provide a protective environment, that is, the optimum conditions for reading would exist!

After 'establishing' the tub in the classroom, I began to focus on possible remedial reading techniques that might enhance the tub's already positive features. The problem was how the environment

created by the natural qualities of the tub could be combined with a specific technique for helping the 'reluctant' or 'non-reader' to become a confident and competent reader.

Using feedback from the students themselves and my own observations of changes in reading behaviors as a guide, I began our morning reading program with each child in the tub using a modified 'neurological impress technique.' This method, according to Heckelman (1969, p. 278)

... is a system of unison reading whereby the student and the teacher read aloud, simultaneously, at a rapid rate. The disabled reader is placed slightly in front of the teacher with the student and the teacher holding the book jointly. As the student and teacher read the material in unison, the voice of the teacher is directed into the ear of the student at close range.

In most instances, the teacher has one hand free and she is able to use her finger as a locator. She slides her finger along the line following the words that are being spoken. The finger must be at the location of the spoken word. At times the instructor may be louder or faster than the student, and at other times he may read softer than the reading voice of the student and he may lag slightly behind.

This technique was easily adapted to use within the bathtub environment. I would sit with my back against the flat end of the tub; the child would sit between my legs with her or his back to me. With my arms around the child, I could help hold the book while I used the child's finger to point to and follow the words on the page. Also, this position lent itself to my cuddling and being supportive of the child in order to help her or him relax while trying to read. I quickly learned that it is difficult for any child to fight the teacher and the task of reading when being cuddled or read to within a womb-like, secure setting such as our tub provided!

Initially, I read with the children by guiding their finger along the lines, reading into their dominant ear while they tried to read aloud 'with' me. I read slowly but without hesitation. The oral reading model provided by the teacher using this method allows the beginning reader to read fluently (without the word-by-word reading characteristic of the immature reader) but a fraction of a second behind the teacher's voice. Later, as the child's rate of reading improved, that is, as he or she became a more 'active' reader, I would have him or her point to the words without my guiding hand. As oral reading ability progressed still further, I would have the child read to me while I listened, then I would read or we would read aloud together.

The many advantages of the use of a bathtub to teach reading are obvious. First, its success was proven by the fact that all the children learned to read within the first few weeks of the program. Within three

months, they could read as fluently as mature readers without the hesitations or repetitions that are characteristic of some young readers. Second, the children were motivated to read by the relaxed, secure atmosphere of the tub. By midday, if I had not read in the tub with a child, that child would usually react in a fashion similar to David's: 'C'mon,' he said, as he pulled me towards the back of the room, 'We ain't read in the tub today.' Also, we found that age had very little to do with the popularity of the tub as a 'neat place to read in.' As the fame of the tub spread throughout the school, I would often be confronted at break time by a rather sheepish looking senior student who would whisper, 'Would you let me read in your tub?'



Mrs. Douglas guides the student's finger along the page as they read.

One might question why such an approach was so successful with children who had previously experienced so much difficulty in learning to read. The pedagogical reasons for the success of the neurological impress technique can be seen in the fact that at the same time as the teacher is guiding the child's hand along the page and whispering the words into his or her ear, the child is attending to the print and trying to read along orally and so receives both stimulus and feedback through four modalities — the visual, auditory, kinesthetic, and tactile senses. While other, more formal types of instruction must be given within the program to develop word attack and comprehension skills, the neurological impress technique used within the bathtub setting is an unbeatable combination when trying to breakdown the barriers to reading that a child has built up through years of failure and frustration. It serves as an ideal way of overcoming some of the poor reading habits the child may have already developed in the struggle to learn to read.

Also, the supportive, womb-like atmosphere of the tub is conducive to providing a loving, secure environment in which reading can become an unpressured, enjoyable pastime that both teacher and student can enjoy together. The relationship between reading success and a positive emotional state has been explored in the literature pertaining to reading. (See Lawrence, 1973). The tub atmosphere does much to help the child overcome any fears or other negative feelings that might exist in relation to her or his reading ability. Over the two years, I noticed that the tub became a place to which the children could retreat if troubled or upset. Often, a child would be found rocking and/or thumb-sucking because 'I've had a bad day and I'm resting here.' To all of us, the bathtub became the most soothing place in the room.

Since then, I've had a request from the children for a toilet (with accompanying magazine rack) to be installed near the tub. Great idea, but my associates advise me that a toilet not fixed to the floor would be dangerous because of the precarious balance and, of course, there could be all kinds of problems, with 'control!' I've talked to teachers who, having no access to an old tub, have used rubber dinghies, plastic swimming pools, 'sack' chairs, and, in one case, a real sailboat (midget variety). And, oh yes, we also have a wooden TV cabinet (minus picture tube) courtesy of an OISE professor, for the children to use for oral language development — TV commercials, plays, puppetry, etc. Then there is a telephone booth (courtesy of Bell Canada) in the back corner of the room, used as a recording booth. The children dictate their stories into a tape recorder, 'Mail' them in an envelope to an aid in the school, then receive a typed copy — to be used for making a book, making copies to hand out, etc. — by 'return mail'. Now if we just had our own space capsule . . .

Of course, there are many ways that conventional and unconventional items may be used to stimulate and motivate the child. Available techniques may be adapted to complement the unique characteristics of the equipment/furniture in helping the child to learn in academic areas where he or she is experiencing difficulty. Once the basic remedial principles are understood, the possibilities for adaptation are limitless. I would say to any teacher who is interested in using this innovative approach with children — let your imagination run wild! ■

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Will they live Happily Ever After?

Tsilia Romm Ben-Dor, Department of Applied Psychology, OISE

Feminists may throw up their hands in horror at the views expressed by the younger girls in the following interviews on solving the problems of combining marriage and children with a vocational career. But the replies given by the older students, whom I also interviewed as part of my doctoral study, suggest that there is no real cause for alarm.

During my research, I interviewed 40 girls aged ten to nineteen, — all from high socio-economic backgrounds and academically, in the top 25 percent of the school population — and found that while the youngest children clung to stereotyped ideas of a woman's role, the older students had reached a more realistic and balanced set of aspirations and plans to fulfill them.

A necessary requirement of my study was that all the girls taking part in the interviews had expressed a desire to integrate marriage and a family with a vocational career. The interview extracts that follow are just one part of the total research.

I asked eight girls from each grade — 5, 7, 9, 11, and 13 — to answer the four following questions related to choosing a husband and how they would justify their choice.

- What kind of man would you ideally like to marry? (Appearance, personality, education, occupation, income).
- Who will have the last word in important decisions?
- Who will be boss?
- What will your husband think about your work?

The following reply is a typical grade 5 student's response. This girl wants to be an actress.

I'd want to marry ... I guess someone who would want me to have children. Somebody that has a good job and that enjoys that job and somebody that can work hard and keep me sheltered and things ... (Appearance) Well, I want him to have light blue eyes and I want him to be tall and cute and I'd want him to have blond hair ... (Occupation) A lawyer ... or a doctor ... (Income) Well, sort of rich I guess ... (The boss in the family) I'd want him, I guess, to have the last word. I think men should make the decisions because they are better at making decisions than what women are ... I'd want him to always come up with the idea. It sort of makes the guy feel better ... (Do the boys in your class make better decisions than you?) No ... I mean like when men get

older, like 24, they make better decisions, but not when they are tiny ... then they make worse ... Something must happen to them in the middle ...

The grade 5 girls who I interviewed saw their future husband mostly as a father and a provider rather than as a husband and a companion. In their description of the characteristics of the husband they went into numerous details, mentioning his



"It should be a partnership."

height, colour of hair, colour of eyes, etc. When asked to discuss his personality, they stressed ability to get along with the children (and his desire to have children), his generosity, and love towards wife and children. However, the most important characteristic, which was often mentioned right at the beginning of the discussion was the husband's income and occupation. The majority of the girls in this group want a professional (doctor, lawyer, etc.). When their own father is a professional, they want the husband to have the same occupation as the father. In several cases they expressed a desire for a husband who is a teacher since teachers are perceived in this group as symbols of authority and prestige. The husband must be able to support a family of four as comfortably as their father does.

The majority of the girls in this group expected the husband to make all major decisions and to be the only boss in the family. They justified this preference by noting that: men are physically stronger and bigger than women, men are more knowledgeable and have a stronger will power than women, and men are used to giving orders and need it 'for their ego.' The majority of the girls in this group were not willing to guess as to the husband's opinion about their work. If the husband decided to object to their pursuing a vocational career, they might try to change his mind by mentioning economic considerations and the welfare of the children (the children need the extra money) but they would finally accept the husband's decision. It should be noted that despite the grade 5 girls' willingness to describe the future husband in detail, this group is characterized by a strong sense of helplessness about the choice, which was often reflected in the statement 'It is only a dream and it might never come true ...'

Most grade 7 girls emphasized that the important aspect about the future husband was that he would have a 'nice personality.' However, the rest of the discussion revealed that like the grade 5 girls, their major concern was that the husband would be a good provider and a good father. The tendency to describe the husband's appearance in great detail characterized five out of the eight girls in this group. Their descriptions included height, colour of eyes and colour of hair.

The girls in this group also emphasized the husband's desire to have children, his generosity and ability to get along with his wife and children. The husband's 'nice personality' was often juxtaposed with the troublesome personality of older brothers and male classmates with whom the interviewee did not get along. However, the major characteristic of the future husband was his ability to be a good provider. All the girls in this group insisted on a husband with a university level education, a professional occupation and a high income. The specific occupation was not important as long as the husband would be happy with it, would not come home angry, and would bring enough money to support the family. The grade 7 girls were not too enthusiastic about a rich husband because the money might spoil the children.

The grade 7 girls did not perceive the relationship with the husband as an equal partnership. Half the girls in this group expected the husband to make all the important decisions and five girls expected him to be the only boss in the family. They

justified this preference with the fact that the husband would have a superior education and, therefore, would be more qualified. They also stressed the importance to a man's ego of making decisions and being the boss. The grade 7 girls were often reluctant to discuss the husband's attitude to their vocational career because they felt it was impossible to know it so early in advance (obviously they do not feel they have any control of this variable). If the husband were to object to their work, the majority of the girls in this group were determined to accept his decision and stay at home.

The following response by a grade 7 student, who said she wants to be a nurse or a doctor, is typical of this age group.

Brown hair, I guess, mustache and he'll have to have a good profession too ... But it probably won't be ... I don't know ... Usually you dream of things and they don't come true sometimes, so ... (Occupation) I'd like him to be a lawyer or an architect. (Why?) I don't know ... I just see a sort of a businessman, like a lawyer or an architect could be a good profession and I want a professional thing, so ... (Income) I'd like him to make a lot of money because I'd like to live in a house and have a good home ... (Boss) I guess it will probably be him because he feels that he is the stronger one in the family ... I don't know why but men usually have to feel stronger than their mates and be the top person, so I guess that's the way it will be ... I guess it's only because that's the way it was in the past ... but if you try to change it now, it's really difficult.

The majority of the students in grade 9 began the discussion of the future husband with the statement 'appearance is not important, only personality.' True to this principle, the girls in this group either refused to discuss the future husband's looks or did so in very broad terms (handsome, nice smile, etc.). As to the husband's personality, the most popular requirement was that the husband would respect and emotionally support the interviewee. This group was characterized by few references to shared interests, love or sense of humor as necessary requirements of the husband. As was the case with the younger groups, the grade 9 girls put a heavy emphasis on the husband's level of education, occupation and income. The majority of the girls want a husband with a university level education, a professional occupation and a relatively high income. Four girls in this group want the husband to have the same occupation as their own and planned on going into partnership with him (two architects, one engineer and one musician). The rest of the girls in this group were willing to settle for doctors and lawyers. The grade 9 girls were not too enthusiastic about marrying rich husbands because the husband's money might disrupt the equality in the family.

The relationship between husband and wife was perceived by this group in much more egalitarian terms than in any of the younger groups. In fact, most of the grade 9 girls insisted that 'everything would be 50:50.' (The exact meaning of this expression was not clear, especially in view of the rest of the interview). The demand for equality was reflected in the fact that five girls out of the eight in this group also insisted that the husband should be the boss. They explained this preference by referring to men's need to be in charge and by expressing distaste for women bosses. Five girls in this group want the husband to have a positive attitude toward their vocational career. However, only two girls were so committed to this requirement that they would refuse to marry a man who had a negative attitude toward their career.

The following extract is typical of the discussion of the future husband by the grade 9 girls. This particular student wants to be a teacher.

... Good personality, fairly intelligent and fairly handsome ... (Appearance) I don't care. Appearance doesn't matter. I don't judge a book by its cover ... (Occupation) I don't really know. I never thought about what he'll be doing. I want him to have a job, a steady job. He should have a good job, a well enough paying job on which he could support a family ... Maybe a doctor, lawyer, you know. (Last Word) No, I think we should work it out together so that both of you are happy. (The Boss) He will be the boss ... It's the male ego. They don't like to be dominated by their wives ... But there is also no way he is going to be the boss in everything. I'm going to say 'no dear, there is no way I'm going to let you do it ...' (His attitude toward her work) I want to marry someone who will say 'O.K. I understand you want your freedom too, you're an individual, you want to work ... it's O.K. with me. Just make sure you don't hurt yourself.' He's not going to insist that I just be a housewife. (If he refuses) Well, if it's terribly important to him, I'll understand and stay at home ...

The switch from the husband as provider and father to the husband as companion and lover is completed in the interviews with grade 11 students. They put a heavy emphasis on the husband's personality and especially on his ability to respect and emotionally support the interviewee. This requirement was frequently expressed as a desire 'to be accepted the way I am.' The expectation that the husband would emotionally support the interviewee was sometimes so strong that the student described the husband as a 'kind of psychologist.' The grade 11 girls were also characterized by an emphasis on the husband's entertaining skills (sense of humour, 'a fun person'), shared interests, and love. True to the principle that personality is the most important trait, the girls in this group were reluctant to describe the appearance of the husband.

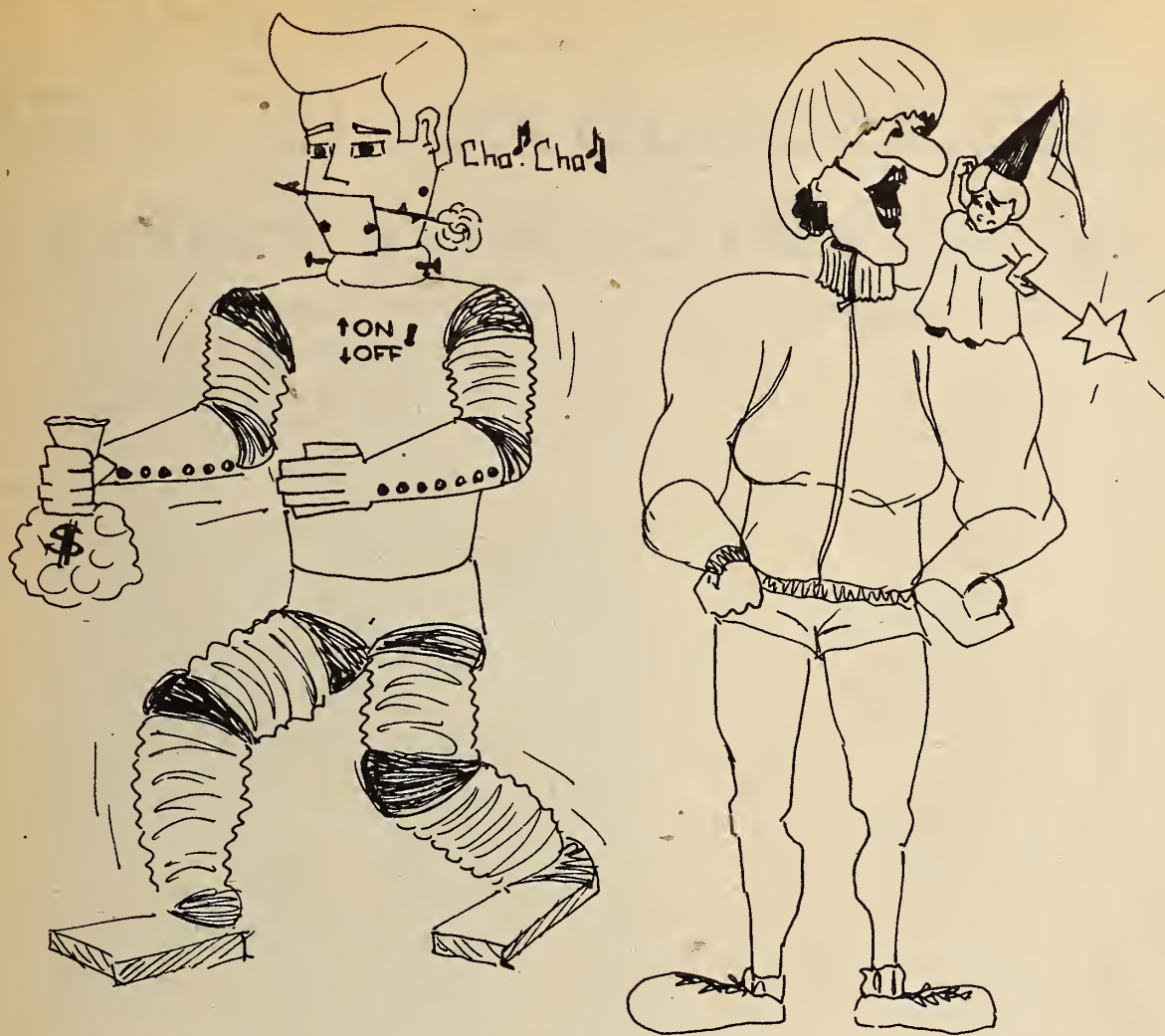
As to education, occupation and income, the grade 11 girls were equally divided between two groups. The girls in the first group insist on a husband with academic level education, professional occupation and high income. The girls in the second group refused to give any details about the husband's education, occupation or income, insisting that these aspects were irrelevant to choosing a husband and should not even be discussed.

The grade 11 girls put a heavy emphasis on negotiation and concessions as ways of reaching a happy relationship with the husband. With the exception of one individual, all the girls in this group wanted shared decision making. At the same time, five out of the eight girls in this group expected the husband to be the boss. However, being the boss was often understood as being the authority figure *with the children*. The majority of the girls expected the husband to have a positive attitude to their vocational career. Only two girls, however, saw the husband's opinion about their work as a major criterion for choosing him and were determined to leave a fiancé who had a negative opinion about their vocational career. The rest of the girls in the group intended to ignore the men's opinion and after the marriage negotiate with him on a settlement that would be fair to both (usually a part-time job).

The following extract from the grade 11 interviews is typical. The student specifically quoted wants to be an engineer.

Oh ... he'll have to be nice and good looking. He'll have to have a good sense of humor. I like guys with a good sense of humor. I like these guys ... And he'll have to respect me for what I am. He shouldn't try to change me because I don't like it. He can't actively try to change me ... Looks are not that important to me ... I like them tall though ... It's not important as long as they have a nice personality ... Somebody you can depend on. Sometimes I get into these moods and I need somebody to tell my problems to, like a psychiatrist or a psychologist, somebody who cares, somebody who can understand ... (Occupation) He'll have to have something with a substantial income so that if I suddenly stopped working because of a pregnancy or something like that, it would support us. I guess an engineer, a doctor or a lawyer would be O.K. (The Boss) I think it will have to be a joint decision more than anything else. (His opinion about her work) He'd have to accept it ... (If he does not?) Oh, that's very negative ... No I won't leave him. I'll try to work something out. You know, if I really loved the guy, I wouldn't leave him ... Find something that's suitable maybe a part-time job or something ...

The grade 13 girls want a husband who would be a companion and a partner. They often refused to discuss the future husband's looks because judging from their



Ah, could I re-phrase that last wish?
 Uhum... it's not quite what I had in mind?
 Not bad fairygodmother.... but do you think you could work on those feet a bit more?

personal experience, they were attracted to men 'in different shapes and colors.' The only requirement that they usually mentioned was that the husband should be at least as tall as they are. The grade 13 girls were less interested in the husband's ability to entertain them than they were with his intellect. In fact, the most popular request in this group was that the husband should be intelligent and interesting to be with. The grade 13 girls were also less concerned about love and shared interests than the grade 11 girls. The second most important trait in future husbands for this group was liberal views about sexual roles. In fact, five out of the eight girls in this group expected the husband not to be a 'male chauvinist' and three explicitly insisted on equal sharing of household responsibilities as a necessary requirement. The girls in this group were quite vague about the husband's level of education, occupation and income. Five out of the eight girls believed that education, occupation and income are irrelevant in choosing

a husband and only three girls wished that the husband should be as highly educated and have as prestigious and highly paying an occupation as their own.

The girls in grade 13 highly emphasized equality and justice in their relationship with the husband. The majority of these girls expect to share decision making and want both partners to be the boss. They all expect the husband to have a positive attitude toward their vocational career. In contrast to the grade 11 girls, this group could not imagine themselves falling in love with a man who objected to their vocational career. The man's opinion about the vocational career was, thus, not only a major criterion for choosing him but also a reason for leaving him if they did fall in love.

The student quoted below is typical of the group. She wants to be a chartered accountant.

A person who's interesting. They could be self-educated. Doesn't have to be university or anything. Just that we have the

same interests. (Appearance) Depends on what is possible. (Occupation) I don't want to sound like a snob but I would like him to have a good job, not a very menial job like working on an assembly line. I don't think I'll have too much in common with him, but if I did, it would be O.K. (The Boss) Yes, I expect to have a say. I think it should be a partnership. You should talk things over and decide together. We should both be the boss, ideally that is ... (His Opinion about her Work) I don't think it will make any difference to either of us. (What if he opposes) I don't think I'll marry him. I think my husband should be very open minded. He should think that women are equal to men ...

And so, perhaps, feminists need not despair. While the ten-year-old girl in the first quoted interview thinks that 'something must happen' to boys 'in the middle' of growing up, it seems that 'something may also 'happen' to change the views of grade 5 girls by the time they become young women. ■

IMPLICATIONS OF THE RACE RELATIONS REPORT by the Toronto Board of Education

Wilson Head, York University

In May, 1978, following the release of its report on the development of multiculturalism in the schools of the city, the Toronto Board of Education released its Draft Report on Race Relations. Both studies reflect an unprecedented and system-wide interest in the increasingly multicultural and multi-racial nature of the student population which it serves. They also reflect the dramatic changes that have taken place in the population of Metropolitan Toronto and other communities since the 1967 amendments to the Canadian Immigration Act.

During the late nineteenth and early twentieth centuries, Canadian immigration policy and practice were designed to protect the essential character, that is, the racial composition of the country. Favored immigrants were usually white and from Europe. However, the formation of the Commonwealth, the emergence of former colonies into politically independent nations, and pressure from many ethnic group leaders within Canada gradually forced the government to change its restrictive policies and to amend its Immigration Act. The 1967 amendments terminated overt discriminatory aspects of the Act and introduced a 'point' system for selecting immigrants. In this system, potential immigrants are awarded a certain number of points based on desirable characteristics . . . age, educational qualifications, occupational suitability and certain personal characteristics.

The new policies allowed unprecedented numbers of South Asians, Chinese, West Indians and other non-white immigrants to enter the country and dramatically changed the racial and ethnic composition of the Canadian population. An increase in hostility and discrimination against the non-white population has been one result of this change.

A Historical View

The problem of racism in Canadian society is not a new phenomenon. Racial problems have existed in Canada for most of its history. In 1628, the first black slave was sold in Canada and slavery continued on a small scale until it was abolished by an Act of the British Parliament in 1834.

One writer comments that during the period following the American Civil War

'the blacks were welcomed in Canada as long as they were escaping from American slavery . . . they were no longer wanted when their numbers increased and they were viewed as a threat to the economic well being of the white population.'¹

Immigrants from India, Pakistan, China, Sri Lanka and other South Asian countries also experienced hostility and discrimination when they arrived in Canada. The Chinese, the earliest arrivals, were brought into the country to work in the mines, in lumbering and on the farms of the west coast. They helped build the Canadian Pacific Railroad and conquer the frontier. Later, however, when they too were seen as an economic threat, many were physically attacked and driven from their homes.

Racial problems continued in Canada after the second world war. When economic insecurity based on limited employment opportunities caused serious problems, blacks and other non-whites were restricted from many jobs and from full participation in housing and public accommodation programs. The post war period, however, signalled the end of this

type of discrimination. Scores of former colonies which had recognized the relationship between colonialism, poverty and a lack of freedom, won their independence and demanded to be treated fairly and with dignity. It was no longer possible to justify discriminatory treatment of Canadian citizens and residents, and several provinces, beginning with Ontario, passed acts prohibiting discrimination in employment and in housing. All provinces, and recently the federal government, introduced Human Rights Codes designed to protect citizens and residents from discrimination based on race, creed, sex and national origin.

Despite these developments, Canada has not yet escaped the virus of racial bigotry and hatred. One local racist group, the Western Guard Party (which is reported to have close ties with the notorious Ku Klux Klan of the United States) has taken up the cry of 'saving Canada for the white race.' This new situation has been documented by *The Pitman Report*,² the *Dynamics of Racism*³ by Francis Henry, and others, and there have been an increased number of violent attacks on members of Canada's non-white population.

Slave sale bill 1829. Copyright Hull Museums

As a study of this author⁴ revealed, many black students felt that they are not treated fairly by teachers and administrators. Other students (particularly those from the West Indies) focussed upon the inability or unwillingness of most teachers to understand and appreciate the differences in cultural patterns of black students. A 1970 Report commissioned by the Borough of York Board of Education, entitled the *West Indian Child in the Schools* was particularly critical of teachers' lack of understanding of the problems of black children.

The Toronto Board's Draft Report

The Toronto Board of Education Draft Report on Race Relations is, then, a result of several years of public reactions against the inability of the school system to meet the needs of its non-white population and represents fourteen months of intensive discussions with individuals and groups from a wide cross section of the community. The Report notes that among the various events which triggered its formation was a series of racial incidents in Regent Park, a public housing project in downtown Toronto.

A thorough discussion of the Draft's 158 recommendations is impossible here and what follows is only a brief survey of its most important sections. The subcommittee begins with a clear statement that the Toronto Board should condemn and 'will not tolerate any expressions of racial bias in any form by its trustees, administration, staffs or students.' It recommends that teachers be given authority to intervene in situations involving racist behavior even if this involves laying charges. According to the Report, it should be the responsibility of the Director of Education to inform students and teachers of this policy, and to establish Area Advisory Committees on Race Relations which would 'receive, review, and investigate reports of complaints of racial incidents.' The subcommittee also recommends that teams of classroom teachers, representatives of ethnic and visible minority groups review textbooks, audio-visual materials and other supplementary teaching aids in order to identify racially offensive references. When these are found, they should either be withdrawn immediately or, in case of racially biased material that is considered 'great literature,' in-service training programs should be instituted to provide guidelines. An additional recommendation is that literature from non-English countries be purchased and translated, and that resource kits on race relations be developed for use in schools.

The subcommittee recognizes the importance of what is called 'System Sensitivity' e.g. the need to equip existing staff with 'the skills necessary to relate knowledgeably and sensitively with people of different racial origins.' Consequently, a program of in-service training for teachers and administrators which includes consul-

tation with the staff of the Ontario Human Rights Commission, encouragement of international travel and study; teacher exchanges in other countries; and other means of broadening the knowledge and understanding of teachers is recommended.

The employment and promotional practices of the Toronto Board of Education also receive some attention. The subcommittee recognizes that the opportunity to hire more members of minority groups is limited in a period of high unemployment and low staff turnover but suggests that the Board explore a number of initiatives in positive recruitment and hiring practices to make the system as flexible as possible. Some suggestions include the possibility of implementing a program of early retirements or half-time teaching; new guidelines for hiring which include greater emphasis on an applicant's knowledge and sensitivity to the needs of minority children as well as greater clarification of out-of-province teacher certification regulations.

One aspect of the discussions between the Sub-Committee which prepared the Report and school teachers and administrators was that the latter groups often had little understanding of the actual racial climate in their schools. It was unlikely, for example, that the school principal would even hear of the situation unless violence was threatened or occurred. That 'students seldom reveal racial encounters to school staff' was identified as a major reason for the general lack of awareness that exists. It seems that, as one student indicated to the Sub-Committee, the student body prefers to 'take care' of the matter itself.

The Report makes it quite clear that, for all its importance, the school system is only one element in a highly complex social structure with a role to play in the elimination of prejudice and discriminatory behavior. Nevertheless, the Report's recommendations are directed totally to administrators and other board employees.

The Urban Alliance on Race Relations,⁵ although commending the Report's philosophy, highlighted some other concerns. The Urban Alliance criticizes the Report for suggesting that the emphasis of some groups in maintaining certain cultural traits i.e. attitudes toward education, authority, discipline, and differences in food, music, dress, etc. may result in 'fear and hostility against racial and cultural minorities.' This, in the view of the Urban Alliance, blames the victim for being subjected to prejudice and discrimination! Surely, the Urban Alliance points out, 'maintenance of language and cultural traits should be encouraged,' and would appear to be encouraged by the official policies of both the Provincial and Federal governments.

The Urban Alliance also stressed that the schools must ensure that contributions of non-white citizens in the development of the Canadian society be recognized. Teachers and administrators must become far more familiar with these contributions if

they are to increase their sensitivity and awareness.

Finally, the Urban Alliance expressed its concern that the non-white child should have the opportunity to see individuals from his or her own group in positions of authority within the school system. It believes that an affirmative action program is needed so that groups, handicapped by years of prejudice and discrimination, can catch up.

Implications for the Future

The Report of the Sub-Committee has already received a considerable amount of publicity, and there is evidence that the Toronto Board of Education is ready to implement some of the recommendations. Teachers' federations, however, have expressed strong opposition to some recommendations, notably those relating to affirmative action in order to increase the number of non-white teaching and administrative staffs in the schools. This can be expected, especially in a period of cut-backs and layoffs.

The responsibility of the Board to act and its willingness to do so is clear. What is not clear is the strength of its determination to make the basic changes in its teaching and administrative staffs which are essential if it is to deal with the secondary issues. The mere publication of the Report and its acceptance by the Toronto Board is a significant step. None of the other local boards have moved nearly as far in dealing with the problems of racial tension in the schools. The acid test, however, will come when the Toronto Board actually initiates the changes required to change the racial and cultural characteristics of its teaching and administrative staffs. All local boards publish pictures of little children playing and learning happily in the classrooms and on the playgrounds of our schools. But can they publish pictures of black, brown, yellow and white teachers and administrators happily working together for the benefit of the children and for the community? This is the acid test of any program for improving the quality of race relations in the schools of any Canadian city. ■

Notes:

1. Winks, R. *Blacks in Canada*. Montreal: McGill-Queens University, Yale University Press, 1971.
2. Pitman, W. 'Now is not too Late.' Report to the Metro Toronto Council, 1977 (mimeograph).
3. Henry, F. 'The Dynamics of Racism.' Report to Secretary of State, 1978 (mimeograph).
4. Head, W. *The Black Presence in the Canadian Mosaic*. Toronto: Ontario Human Rights Commission, 1975.
5. Response to the Draft Report on the Sub-committee on Race Relations of the Toronto Board of Education from Urban Alliance on Race Relations, 1978 (unpublished).

Children Without Words ???...

A profile of the Ernest C. Drury Regional Centre for the Hearing Handicapped

Cathy Vainio and Margret Winzer

A visitor entering the Ernest C. Drury Regional Centre for the Hearing Handicapped at Milton is immediately struck by the noise. Expecting deaf children to be silent the chatter seems overwhelming as students communicate with their voices, their hands, their fingers and their bodies. What initially appears an incomprehensible flurry of sound and movement reveals, on closer observation, a rationalization of these gestures into skillful and emphatic forms of communication.

Three provincial centres — at Belleville, Milton and London — serve the needs of hearing handicapped children throughout Ontario. The centre at Milton is forty hectares of land situated fifty-five kilometres from downtown Toronto. The school constitutes a small community with about thirty percent of the students in residence. Facilities include bright, airy dormitories, a central kitchen serving three dining rooms and an infirmary to take care of any aches and pains that crop up during the school week. Parked prominently outside the main entrance, is the Centre's little lime green bus which is used for school-trips and inter-school sports competitions. Students proudly tell visitors that Milton junior boys' basketball team reached the final of the 1979 Halton championship.

Facilities at the Centre are not only enjoyed by the children but are also used by many local community organizations. There is a swimming pool, two large gymnasias, a running track and games field and a nature pond where the permanent feathered residents delight both guests and students.

The Milton Centre also serves as a resource centre for audiological testing, referral to other facilities, hearing aid evaluation, and parent counselling. An average of six children from the surrounding communities is seen weekly; the audiological clinic being occupied the remainder of the time with ongoing assessment and evaluation of children



Five Milton Centre students with their Christmas collage.

within the school. A resident psychologist is involved in testing related to academic performance and language levels.

The Canadian Hearing Society estimated in 1976 that over 1 200 000 Canadians suffer hearing losses that affect, to a greater or lesser degree, their normal functioning in society. More than 50 000 Canadians are profoundly deaf, of whom 13 000 reside in Ontario. Robert Argall, Milton Centre's chief audiologist, explained that early assessment of hearing handicap is essential if language acquisition is to proceed satisfactorily. Children who are considered educationally deaf have a hearing loss so great that even with amplification they may not be able to understand spoken language. There are currently 342 students at the E. C. Drury Centre who have hearing losses that make it difficult or impossible for them to

function in a normal school situation, although the losses may range from the severely hard-of-hearing to the profoundly deaf. However, by using a hearing aid, most of these children can discern gross sounds.

Although the Centre has all the necessary equipment to diagnose hearing loss, most children are initially assessed at the Hospital for Sick Children, Toronto, after referral by the family doctor. The hospital then contacts the provincial centre nearest to the family's residential area with all relevant information on the child. Then, if the child is a pre-schooler, he or she is placed on the appropriate home-visiting program.

Four home-visiting teachers based at the Milton Centre travel throughout Western Ontario, seeing families for two hour visits, usually on a weekly basis. During a home

visit the teacher demonstrates specific teaching techniques, using a variety of equipment, but concentrating on activities that utilize materials found within the home setting. The parents, in consultation with the home-visiting teacher, also decide on the mode of communication to be initiated with their child.

Counselling in aspects of hearing loss is an important part of the home-visiting program. At first, many parents are confused and frightened when they encounter the problem of hearing impairment. Unaware of the implications of hearing loss, often still bound by the ancient stereotypes and superstitions that labelled the deaf as dumb and mute, and anticipating a concomitant retardation, parents need much support. The home-visiting teacher offers this, both in terms of helping the parents to accept the child and the handicap and, in beginning, the development of appropriate communication. In many families, however, the mother assumes total responsibility for interpreting the child's developing language to the rest of the family. To offset this tendency summer courses are held at the Milton Centre each August where both parents and the child are invited to participate in intensive study and discussion sessions on major aspects of hearing impairment and lessons in communication techniques. These sessions also provide an opportunity for parents to meet with other families undergoing similar problems.

A number of communication methods are employed in the education of deaf children — sign language, oral communication, the manual alphabet and auralism. Education of the deaf commenced in the late sixteenth century and even from that time there has been a bitter controversy regarding the most appropriate communication mode to be used. The use of oralism, a system employing speech and lip reading exclusively, supplemented with writing, was advocated early in the history of education of the deaf. Supporters of this method contended that the hearing impaired person must be brought to overcome the handicap to such a degree as to make it non-existent. The opposing and irreconcilable philosophy, manualism, promoted the use of sign language (an ideographic rather than a phonetic system) coupled with the manual alphabet and writing. These two philosophies have been part of a contentious debate that has occupied educators of the deaf until the present time.

The first provincial school in Ontario, which opened at Belleville in 1870, adopted the manual system, reserving speech and lip reading for a select few. In the early decades of the twentieth century, the pendulum swung toward oralism, and this became the accepted mode of communication for the vast majority of the hearing impaired. However, by the sixties, educators became increasingly aware of



When school is over, older residential students sometimes go downtown.

the complexity and variety of the handicap of deafness and the diverse needs of individual children. The Milton school adopted a more eclectic approach that aimed to fit the method to the child, rather than the child to the method. Ron Dodds, assistant superintendent at the E.C. Drury Centre, admitted, 'We have come in for a lot of criticism at the school over our communication policy.' But he maintains that it is vital to ascertain the needs of the individual child and work with that in mind. Hearing loss can be measured numerically but educational and social functioning is affected by a complex of factors, such as the child's use of residual hearing, the discrimination of language, past experiences and motivation to learn. Mr. Dodds therefore feels that a flexible communication policy is needed to cover the needs of all the children in the school. Some classes employ sign language; some visible English (the manual alphabet simultaneously with speech); while there are a number of groups that function effectively solely through the use of the oral modes. With the profoundly deaf child Mr. Dodds feels that total communication is the key in the early stages of language development. This entails the selective use of every means available to teach deaf children the concepts of the English language — finger spelling, sign language, speech, lip reading, auditory training, amplification and writing, with the major emphasis on the most appropriate mode for the individual child.

There are four program divisions at the school — the junior school, the inter-

mediate, the senior and the vocational department. Throughout the divisions great stress is placed on the acquisition of language skills. Paul Bartu, principal of the junior division, noted that often deaf children of deaf parents come to school with an advanced level of language development because they already have a language — the sign language of their parents. However, he added that some would argue that the use of the sign language can detract from English language acquisition because there are basic differences in syntax between the language of signs and that of English.

Mr. Bartu explained that in addition to the goals contained in the Ministry guidelines, the junior school program aims for continual development of English skills, literacy and numeracy. Teachers attempt to improve, build, consolidate and sophisticate the child's communication modes, there being a hierarchy of these skills from basic pointing and gesturing up to oral communication. The junior program is not broken down into structured grade levels. All learning is consonant with the child's level of development and it is identified in terms of the number of years the child is in the program.

In the development of skills, teachers employ a language experience approach based on the child's direct and classroom experiences. It is the teacher's task to attach meaningful written language to the child's activities. Reading experiences must be closely related to the child's stage of language development and materials used include chart stories, recipes, captions on paintings and artwork, pupil dictated stories and stories rewritten from available commercial sources.

In all classes in the school, the teacher-pupil ratio rarely exceeds eight to one which promotes an individualized and personalized form of education. Teachers at the Centre have completed a one-year training course at the Belleville Teacher Education Centre and, after two-years' successful classroom experience, are granted the specialist certificate as teachers of the deaf.

Paul Lingen, supervising teacher of the intermediate division, has been responsible for an interesting innovation in programming. In 1973, Mr. Lingen was instrumental in establishing speech laboratories where pupils have individual lessons on specific speech problems. Apart from remediation, a large part of the success of the labs rests on the incentive and encouragement a pupil gains in a one-to-one relationship away from the possible frustrations and competition of the classroom.

Within the senior division, the emphasis on English language acquisition continues, with English constituting a double-weighted subject. Senior students at the E.C. Drury school can acquire credits in the same manner as hearing students but require twice as many hours of instruction

to gain one credit in English. This usually raises the graduating age to nineteen. No students at the school take the high school honors program because of the language difficulties associated with hearing loss. The Ministry of Education originally considered the courses presented at Milton as experimental. But over the years, the senior division has developed programs based on Ministry guidelines and these are now firmly entrenched and most are no longer considered experimental.

Course requirements, aims and objectives of the five-year regular program at E.C. Drury are identical to those of any other high school, although some courses are, according to Jim Etherington, senior school principal, at a somewhat lower level of sophistication than would be met in the regular high schools.

Major area of emphasis at the senior level are vocational training and English. The stress on vocational skills allows the graduating student immediate and ready access to the work force and is concentrated in areas where it is felt there is promise of employment for deaf graduates. Key punch, welding, auto body, carpentry and graphic arts are job skills with which the hearing impaired can compete on the competitive market.

The same employment agencies are available to the hearing impaired as to hearing graduates, although the Canadian Hearing Society assumes a great responsibility on behalf of the deaf graduate in job placement. Where the multi-handicapped are concerned, the school itself will become more involved and make direct contact with employers to place these students in sheltered workshops. Throughout the senior level students take guidance and family studies and in the graduating year, embark on a more intensive program of consumer education to deal with difficulties they may encounter after leaving school. Payroll deductions, budgeting, renting, buying and the economics of credit are among the topics broached in these programs.

Many academically inclined graduates of the Milton Centre continue on to Gallaudet College in Washington, DC, a prestigious, tertiary education institution for the deaf. Most students who complete the Gallaudet course have teaching aspirations and many continue their education at the University of Maryland, taking a program offered there for teachers of the deaf. Most of these graduates find employment in the United States. At present only three graduates of Gallaudet are employed as teachers at the E.C. Drury Centre and in recent years the prestige of entering Gallaudet College has declined. Many students now prefer to continue their studies at the George Brown College of Applied Arts and Technology in Toronto, where special services are supplied for deaf students, including tutoring, guidance, interpreting and some note-taking services. Other graduates may go on to Manpower

training programs for a minimum of a few weeks duration or for a more extensive two-year course in such areas as child care work, mechanical drafting and interior decorating.

The facilities and programs at the Milton Centre offer ample evidence of the vast changes in concepts and methods which have occurred in the education of the deaf over the decades. No legitimate schools for the deaf existed in North America until 1817. When first founded, institutions for the hearing impaired were considered alternate forms of education, and were classed with mental asylums, prisons and other charitable institutions of the period. By the late nineteenth century, educators of the deaf, largely under the influence of Alexander Graham Bell, began to question the special isolated establishments and developed a policy of mainstreaming whereby deaf children were either taught in regular classes or in special classes within the context of the local school. The subsequent failure of this policy was attributed to a lack of trained teachers of the oral method. It was not until the early twentieth century that education of deaf children was considered a viable enterprise, and made free and compulsory.

Today, the concept of mainstreaming appears to be one of considerable misconception. Opinions vary as to the exact meaning of the term. Within the context of the E.C. Drury school, Mr. Dodds suggested that mainstreaming functions on two discrete levels — the placing of a child back into the regular stream of Halton County Board schools after a period of specialized help by teachers of the deaf and the placement of multihandicapped children into regular classrooms at the E.C. Drury Centre. These concepts lead to the provision of the least restrictive environment for the development of each child's learning potential, at both ends of the spectrum.

Responsibility for this modern adaptation of the philosophy of mainstreaming in practice belongs to Grace Wesenger, who handles the special needs of both multihandicapped children who have other problems associated with deafness, and those children in the off-campus programs.

Twenty-one children are in the junior off-campus programs. These children can function adequately in regular Halton County Board schools given help in the beginning years in difficult subject areas. Apart from these fully-integrated off-campus classes, Mrs. Wesenger mentioned that there is a self-contained classroom in a Milton school for children who are not yet able to take full integration but who are still capable of joining classes for physical education, art and math whilst their language skills are undergoing improvement. It is hoped that these children will be candidates for full integration in the near future.

A number of students from the senior division are functioning on a similar basis

in the local high school. These students are selected because of good communication skills, intelligence, previous educational experience, high motivation, an outgoing attitude and a keenness to accept responsibility for their own progress. Junior and senior level teachers stressed that a child's involvement in an integrated program was a mammoth task, even for the most academically able hearing-impaired student.

After-school activities are the responsibility of resident counsellors. Wayne Fox, assistant superintendent in charge of student services, explained that, over the years, there has been a gradual rationalization of the role of resident counsellors. Previously, these staff members were referred to as house parents and were recruited from the local community on evidence of ability to relate to children in a kind and caring manner. These characteristics are still desirable, but current responsibilities have increased to include counselling and advising students, and teaching in the social areas. A basic knowledge of child psychology and its applications is considered a required skill.

All residential students go home for the weekend. During the week, in the after school hours, the younger children may amuse themselves on the small outdoor skating rink, play a variety of games or watch television. Routine chores are kept to a minimum but all students are expected to make their own beds and do such housekeeping tasks as dusting and tidy up. Bedtime for the younger ones is 8.30 p.m. Older students are free to go downtown in the evenings if they wish, although they must sign out and return by a specified time. Mr. Fox noted that at the Centre, as in any situation where children are cared for, some need more guidance than others. Occasional problems that arise are handled by counselling and deprivation of privileges. Diagnostic services are available for more serious problems through the school's guidance department, a social worker and the Drury-Chedoake psychiatric team.

There is much positive interaction with the community at large. Sharing of facilities is but one of the features of reciprocal exchange. Last year the Milton District High School and the Centre co-hosted a production of 'The Shrew' with a cast of students from both schools.

Volunteers from the community are welcomed by the school, although they must be willing to suit the set schedules. Two volunteers work in the senior school and a number in the junior department. The volunteers seem to prefer to be with the smaller children.

Standing amid the hallway hubbub as students jostle, shout, and hurry to catch waiting buses, or go on to after-school activities, the visitor has a strong impression that the efforts of staff and students to overcome the handicap of deafness are eminently successful. ■

orbit review:

'The Soviet Road to Olympus' by N. Norman Schneidman

N. Norman Schneidman, *The Soviet Road to Olympus* (Toronto: OISE, 1978), 180 pp., paper, \$9.95.

Reviewed by Bruce Kidd

Neither Marx nor Lenin had very much to say about sport and physical education. Marx hated all kinds of physical exertion. In his voluminous writing, there are only two or three brief references to physical education, the most notable being in the first volume of *Capital* where he praises Robert Owen for combining gymnastics and academic instruction with the apprenticeship program at Lanarkshire, England.

Although Lenin loved skating, cycling, and mountaineering, and kept his spirits up during his days in prison by a daily régime of gymnastics, he confined his writings on the subject to a few prescriptions about the need for physical education as preparation for work and military defence. His concern was that opportunities be universally accessible. In Czarist Russia, sports clubs had been closed to workers and peasants.

Despite this seeming lack of interest, the Soviet heirs to Marx and Lenin have taken these fragments and their general teachings to design one of the most successful national programs of physical education and sport in the world. To this day, Soviet physical education has a close association with labour and defence. People who work close to water are all taught water safety and encouraged to participate in water sports, for example. One of the events in the national fitness test is a grenade throw. In fact, the national fitness award is called 'Preparedness for Labour and Defence' (GTO).

In sport, the Soviet version of 'historical materialism' has led to an unprecedented concentration on material conditions and the scientific basis of performance. In the west, the traditional emphasis has always been upon motivation and creating the atmosphere where athletes can become so confident that they will themselves to victory. While motivation is not neglected in Soviet sport, the emphasis is upon providing the proper facilities, health and living conditions, scientific coaching, and training that will permit athletes to beat all comers.

Despite the backwardness of Czarist sport, the isolation of Soviet sport between the wars, and the ravages of World War 2, the first time USSR athletes entered the Olympics in 1952, they scored as many

(unofficial) points as their U.S. rivals. The first time they entered international hockey competitions in 1954, they beat the Canadian team (the East York Lyndhursts) and won the World Championship.

In the post-war period, the Soviet approach to sport has been exported to other Moscow-bloc countries with equally remarkable results. In 1976 in Montreal, East German athletes, representing fewer people than live in Canada, captured more gold medals than their counterparts from the United States. Hungary, Rumania, and Bulgaria are almost as strong, although they concentrate on fewer sports. As a result, one of the most serious problems facing the modern Olympic movement is whether the Games can remain competitive: some observers feel that as western athletes fall further and further behind, their governments will simply pull out of sport.

The western sports' community has been slow to study its powerful new rival. Not a single Canadian nor American university subscribes to the leading Soviet theoretical sports journal. When a small Canadian publisher translated and printed Anatoli Tarasov's blueprint for beating the Canadians in hockey ten years ago, it was largely ignored. If the 1979 Canada-USSR hockey series and its aftermath are any indication, the Canadian hockey establishment is still wondering what the Soviets are all about.

Unlike the German Democratic Republic, whose sport manuals are rapidly invading the textbook market in North American schools of physical education, the USSR publishes very little about its sports program in English.

It is for these reasons that Norman Schneidman's introduction to the Soviet system is so welcome. Schneidman provides us with a well organized, easy-to-read account of the ideas behind the system, the organization of both physical education and sport, and the general principles which direct all athletic preparation and training. His appendices list sample course curricula, the latest GTO requirements, and performance standards for the many Soviet sports awards.

This book is neither as detailed nor as analytical as Jim Riordan's *Sport in Soviet Society*, published just as Schneidman's manuscript went to press, but it's probably more useful to the coach who wants to know how the Soviets *do* it. The last two chapters provide a step-by-step account of Soviet training, the principles of which can

be readily transplanted to the Canadian scene.

What is so impressive, even for one whose training has always followed a similar pattern is its thoroughness. Every stage in the process has been carefully broken down and analyzed. All coaches seem to follow this approach, whether they are working with 11-year-olds in sport schools or Olympic champions.

Schneidman is often critical, but from the perspective of one who accepts the general goals of the program. His harshest words are directed at the neglect of opportunities for the general population:

There is a disparity in the level of involvement in organized sport between the urban and rural population, between the intelligentsia and the workers, and between the opportunities created for the most able and promising and those available to the average Soviet youth. Thus the performance level of leading Soviet athletes and their success in international competitions should not be regarded as a direct reflection of the level of physical development and fitness of the Soviet people in general.

Canadians can draw two lessons from Schneidman's book. The first is that in many programs, greater attention to fitness preparation and skill development may lead to considerable improvement. This is certainly the case in most high school and university programs, and in the NHL. But there must be a note of caution: too much training can create problems, too, and both Canadian and Soviet Olympic athletes have suffered from overtraining.

The other lesson from *The Soviet Road to Olympus* is that our respective social systems are so different that many of the Soviet supports for high performance sport, such as salaries for Olympic athletes, are difficult to implement here. Unless a sport can provide means for capital accumulation, it tends to be underdeveloped. Schneidman himself appears to be a victim of the inequalities and disparities which characterize capitalist sport. An outstanding boxing coach, he couldn't find a job in sport when he emigrated from the Soviet Union in 1965, so he retrained himself and now teaches Slavic literature at the University of Toronto. Many other immigrants with outstanding coaching records have discovered the same thing. Outside of commercial sport, Canada has few jobs for full-time coaches. ■

Are Universities becoming less class-biased?

Statistics Canada Say NO!

Jack Quarter, Department of Applied Psychology, OISE

In the period from the early 1960s to the mid-seventies there was an unparalleled expansion of the Canadian university system. One rationale for this expansion was that it was opening the doors to students from working-class families — or to borrow a time-worn cliché — it was equalizing opportunity. A recently published report by Max Von Zur-Muehlen of Statistics Canada, entitled *The Educational Backgrounds of Parents of Post-Secondary Students in Canada*, casts some doubt on this viewpoint.

Von Zur-Muehlen's study points out that in 1968-69, 24.9 percent of the fathers of Canadian university students had either university degrees or some university experience. By 1974-75, 31.6 percent — almost one in three university students had fathers with university experience. The pattern for mothers of university students is similar. In 1968-69, 14.4 percent of mothers of university students had some university experience, and by 1974-75, the percentage had increased to 26.3 — almost double the figure of six years previous.

The study makes some other interesting comparisons. It points out that in 1969, the fathers of university students were about twice as likely to have had a university

education than their age peers. By 1975, they were almost three times more likely to have had university education. For mothers the increment is even more striking. In 1968-69, mothers of university students were less than twice as likely to have attained university experience than their age cohort. By 1975 the comparable ratio had risen to 5:1.

Von Zur-Muehlen's study shows unequivocally that the benefits of university expansion have fallen disproportionately to the middle class. It is another nail in the coffin of the social reformism of the sixties that was designed to equalize opportunity, and further evidence that more fundamental solutions to these problems are needed. ■

LETTER to Editors

Dear Editor,

The ongoing debate about High School Football is a healthy exercise which should be encouraged when it is conducted as part of a periodic re-evaluation of all aspects of the secondary school program. But when the would-be contributors to the debate present for public consumption material that is scholastically unsound, specious in substance, and reflects little more than personal bias and speculation, it borders on professional irresponsibility and adds little to the attempts to make valid judgments on such issues.

Exceptions should be taken to the article presented by Anthony Martin (*Orbit 47*) on three grounds: (1) lack of solid statistical evidence to support the arguments presented, (2) the shabby attempt to present in hard and absolute terms information that would be more meaningful if presented in relative terms, (3) the acceptance of statements from and about other athletic pursuits with such an uncritical attitude that a bias is exhibited against football that jeopardizes the validity of arguments presented.

The most important consideration in determining the inclusion of any activity or subject matter in the curriculum of

the public secondary school should be its compatibility with the stated aims and objectives of the institution as they reflect the values and folkways of the society at large. It is evident that most team sports operate from a common values basis and that the differences between sports are a matter of degree. Certainly football has no exclusive claim to promoting attitudes and values, but it does provide a vehicle that is best suited to the needs of students with particular physical and emotional compositions. To suggest that one sport can simply be replaced by another, with all those who participate in the former transferring to the latter, is to display a gross ignorance of the specific skills and attributes necessary to perform at a high level in any of these athletic activities. Such a suggestion must call into question the knowledge that Mr. Martin has about the athletic activities he is discussing.

Traditionally, the sports played in a society reflect the society and it could be argued that football is a legitimate part of that total reflection including the risk-taking factor and the controlled violence aspect of the sport. Although Mr. Martin may object to these social characteristics, his right to superimpose his personal alternative value system on our society

through a transformation of the athletic programs in the public secondary schools is again arrogant. The public secondary school must be aware of the suggestions made by various segments of the community but it must also be on guard against allowing vested interest groups from forcing the school into curricular and co-curricular directions that do not reflect the views of the general population.

How can someone attempting to establish credibility for a position commit the sophomoric blunders that Mr. Martin does in his presentation? Why should we accept the suggestion from Dr. Hastings, who is in the employ of a professional hockey team, that hockey is safer than football and his inane comment on the fundamental purpose of football? In light of the comments in the media about 'goon hockey', including the sad example of fighting and violent play exhibited by his team, how does he have the audacity to make critical statements about football? Would it be fair to question his knowledge of football and to suggest that he is less than an unbiased commentator?

As for Mr. Martin's suggestion that soccer be substituted for football on the grounds of increased safety, it should be suggested that he read more widely on the

subject of athletic injuries. A recent study on athletic injuries published in a national publication reported serious injuries to male participants according to sports involved. The sport with the highest per capita injury factor (broken legs, knee damage, etc.) was down-hill skiing. But more significant to the discussion was the designation of soccer as number two on the list; while football was ranked number five. The study did not attempt to designate specific injuries as more or less serious than others, but did designate a number of injuries as serious.

There would be no argument from responsible football coaches that the nature

of the activity needs constant monitoring. The problems cited by Mr. Martin could be largely eliminated by (1) certification of all coaches to ensure understanding of the risk factors involved in specific practices, (2) modification of the rules to eliminate specific practices that involve high physical risks (butt tackling and blocking, etc.), (3) a modification of the equipment worn (helmets and shoes). Such steps would significantly reduce and control the factors that produce the injuries cited.

There is no argument by football coaches, players or fans that dangerous practices should be promoted or tolerated. Similarly, there is no argument that the

programs should not be monitored and periodically re-evaluated to ensure they are operated in the safest possible manner. But it would seem that the best interests of everyone involved in high school sports such as football would be better served without the negative comments of people such as Mr. Martin.

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Resources from the Community



DECLINING ENROLMENTS— ISSUES AND RESPONSES

An Annotated Bibliography Compiled by Linda Corman

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Queen Elizabeth Public School, Kirkland Lake



Queen Elizabeth is the largest and oldest public school operated by the Kirkland Lake Board. The frame stucco covered structure was built in 1934 and received two additions over the next four years. For five years it was the 'South School,' but in 1939, was named in honour of Elizabeth the Queen Mother celebrating the royal visit.

After the Second World War, the school population came close to the one thousand mark. As the population of this northern mining town decreased, so did that of Queen Elizabeth. Six years ago, the school had 560 students. Today there are 330.

The school is twinned with a retarded children's school and also has two classes for developmentally handicapped children in a community nursing home. Queen Elizabeth has eight regular classrooms, two kindergarten classes, four special classes serving the Board area and one class for the developmentally handicapped.

Declining enrolment has seen varied use of available facilities. There are French and Music Rooms. Two rooms have been joined together to make a teacher centre for the district. Kindergarten and primary special classes are double rooms. The library is a large, well appointed facility. There are several small rooms for remedial work, revision centres and counselling.

The staff is highly experienced and well regarded in the largely working-class school area. Extra curricular activities range from sports through hobbies to the academics. The winter rink in the yard is the focus for much activity. Annual events include public speaking, a science fair, winter and summer play days, and school trips. This year there is to be an operetta.

The Parents' Association sponsors many of these activities and volunteers are always in the school. There is an after hours programme for children of working parents. The building is in use five evenings a week for community activities.

There are two 'mothballed' areas in the school. These are rooms that have been padlocked, sealed and the heat turned off. This is advance warning of the spectre of declining enrolment. Currently the school board is considering shutting off the whole top floor of the school for the fall term.

Queen Elizabeth plays a vital, active and appreciated role in the neighborhood it serves. Currently the board could house all its students in other schools. This would involve bussing. But the writing is on the wall. Closure is only a matter of time.

